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ABSTRACT

This volume contains abstracts of the presentations on the freshman and entering student programs at over 100 colleges, community colleges, and universities in the United States and Canada. Each abstract describes institutional programs and provides a name, address, and telephone number of the person to contact for additional information. Among the many topics discussed are the following: support for freshman seminar faculty; assessing student needs; entering student program design and assessment; student mentors; student retention; addressing and educating students on social issues such as sexual life, racism, and homosexuality; community building and conflict resolution; diversity and multiculturalism on campus and in the classroom; various types of staff development and exploration of teaching techniques; and freshman guidance and advising. (JB)

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The Freshman Year Experience®

Campus Communities:

Intentional and Involving

ED 367 262

Conference Proceedings

13th Annual Conference

Adam's Mark Hotel
Columbia, South Carolina
February 18 - 22, 1994

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The Freshman Year Experience®

Conference Proceedings

13th Annual Conference

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Introduction

The 13th Annual Freshman Year Experience Conference was held February 18-22, 1994. During the five-day conference, educators met in Columbia, South Carolina, to concentrate on the foundations for improving the undergraduate experience. This Proceedings has been produced primarily for those who attended the conference hosted by the University of South Carolina's University 101 program, National Resource Center for The Freshman Year Experience, and the Division of Continuing Education.

This publication contains a compilation of abstracts written by the individual presenters for the concurrent sessions. Each abstract is designed to give the reader a succinct statement of each program and to provide a name, address, and telephone number of the person to contact for additional information.

The conference staff hopes that you will find the Proceedings helpful as you continue your challenging work with freshmen.

Adelphi
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Adelphi University's Society of Mentors

A. Hacthoun
Dean
Office of Academic Attainment
(516) 877-3150

The intellectual transformation of the student is the distinctive mark of an Adelphi education. Our central educational aim is to transform our students into learners who are intellectually curious, aesthetically discerning, critically keen and morally sensitive.

Adelphi students are aided by two distinctive resources that set them on the path of self-transformation.

The Office of Academic Attainment

Established in 1989, the Office of Academic Attainment provides students with the resources for the successful accomplishment of their academic objectives. From initial academic advising and registration in their freshman year, to resolving academic issues, to tutoring in specific subjects, through preparation for graduation, the Academic Advisors in the Office of Academic Attainment address student concerns, foster the progress of the baccalaureate and help students devise a course of study best suited to their goals.

Because an Adelphi education continues beyond the classroom and graduation, the Office of Academic Attainment also works with students to identify appropriate internship opportunities in scientific laboratories, corporate organizations and government agencies. The Office of Academic Attainment helps students explore and pursue scholarship awards based on their academic achievements and leadership merits.

Ancillary to the work of this office, and building on an existing freshman advising program, the University established in 1993 a mentoring program for all freshmen. Named the Society of Mentors, the new program pivots on exceptional conceptual, administrative and fiscal structures.

The Society of Mentors

To enrich their education and to ensure that all our students fully benefit from what the Adelphi curriculum offers, the Board of Trustees and the President of the University established a ***distinct academic entity***, the Society of Mentors comprised of the University's most dedicated instructors. Adelphi faculty were selected to focus their attention on the aspirations and potentials of individual students.

The University Mentor is an *intellectual* model and sponsor who acquaints students with the values, resources and expectations of the University. All Adelphi freshmen are assigned a University Mentor who, for the freshman and sophomore years, is their trusted academic guide, and encourages their scholastic achievement. More importantly, the University Mentor provides students with the personal support critical to their intellectual transformation, and prepares them to engage and surmount the challenges and contingencies of the baccalaureate.

Adelphi's Society of Mentors has some distinctive features which set in motion an *extended relationship* between the student and the University Mentor. This relationship subsumes and transcends academic advising (University Mentors are the general academic advisors of freshmen and sophomores), and it provides support for the students' academic undertakings (University Mentors review their students' academic progress each semester and make referrals, as appropriate, when their students encounter academic difficulties).

Because Adelphi's Society of Mentors has the highest level of institutional endorsement and commitment, the Society of Mentors

- has a very visible institutional profile (through internal and external publicity, its own publications);
- receives careful administrative oversight (from a dean and a member of the faculty who direct the Society, through contracts with faculty and assessment of performance);
- draws on University fiscal resources (for faculty stipends, entertainment of students, seminars);
- provides intrusive monitoring of student progress (through maintenance of student records, *warnings* about course deficiencies, and of semester grade review).

Adelphi University's Society of Mentors conceptual, administrative, supervisory and fiscal structures are singular in character and help delineate a distinctive academic character for the institution.

Appalachian
STATE UNIVERSITY
BOONE, NORTH CAROLINA 28608

Freshman Seminar
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"Bring Them Back Alive: Supporting Freshman Seminar Faculty"

Rennie Brantz
Director, Freshman Seminar

Randy Swing
Assistant Director

Freshman Seminar may be the most demanding course a faculty member will ever teach. It is interdisciplinary, touches areas for which many faculty are not thoroughly prepared, and is a very personal course. It demands more time than most courses, consumes more energy, and usually generates greater involvement than other courses. It is so demanding, in fact, that it can burn out even the most committed and successful instructor within a few years, just at the point when she or he is becoming the most skilled and successful. The question is how can we continue to bring experienced faculty back to Freshman Seminar each year with that spring in the step and glint in the eye that makes things work?

After seven years of offering Freshman Seminar to first semester freshmen at Appalachian, this is a question that has grown increasingly relevant to the Freshman Seminar Program. We have found that it is easier and less expensive to retain and support our faculty than to recruit new instructors for the course. The purpose of this session is to share our emerging strategy for supporting, renewing, and retaining highly motivated Freshman Seminar instructors. It is the "bread" of our program.

Our strategy involves (1) building community among faculty, (2) recognizing faculty (3) extending faculty development, (4) asking for faculty involvement, and (5) delivering support.
More specifically, we will talk about ways in which we use meals, our newsletter, and individual conferences to fashion a unique sense of community among a disparate faculty. Letters of appreciation, service awards, and support for conference travel are ways we try to recognize faculty. Faculty development is extended every year through our monthly faculty meetings, annual workshops, and new one-day University teaching conference. We will also share strategies for involving faculty in important program decisions such as selecting textbooks, proposing changes in the course description, or revising our student evaluation. Finally, we will explain the variety of ways in which we seek to support Freshman Seminar faculty in the classroom, from staff support for computing instruction and cultural events scheduling to special wellness lectures and individual semester faculty conferences.

The goal of our strategy is to encourage and support faculty success in Freshman Seminar and every other classroom. We think that this can benefit faculty, students, traditional departments, and the University's image as a caring academic community.

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Appalachian
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COLLABORATIVE LEARNING: AN OPPORTUNITY TO "OWN" THE KNOWLEDGE

PRESENTERS: Joni Webb Petschauer
Nancy Wells

A lecture might be the most efficient method for giving information to students but it is seldom the most effective way for sharing knowledge. Indeed, many faculty members report that even after a particularly inspired lecture, they are uncertain if more than a few students "got it." (And sometimes test grades confirm the faculty member's greatest fears.)

Student learning can be improved through purposeful involvement with course material. Collaborative learning techniques encourage students to read, discuss, write and think about information both as individuals and as group members. Such assignments provide important opportunities for students to articulate their knowledge and understanding of the course content in a manner which is consistent with "real world" work habits.

This session will be especially beneficial for the instructor who has tried small group work before but found that students did not take it seriously. To be successful, group work must be focused. This session will provide instructors with a variety of collaborative learning strategies which can focus both student and faculty energy on course information and provide for the true excitement of learning.

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Freshman Seminar
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Connecting with First Year Students

Randy Swing
Assistant Director
Freshman Seminar

Rennie Brantz
Director,
Freshman Seminar

Building connections is an important task for first year students. While some students easily accomplish this task, many others need encouragement and support to do so. At Appalachian State University, we have designed and used a variety of classroom assignments aimed at encouraging students to build connections. Assignments are aimed at:

1. Connections between Freshmen Seminar students
2. Connections between students and the community
3. Connections between students and the faculty/staff
4. Connections between students and the university

This presentation will be very practical, and is intended for teachers of Freshmen Seminars and trainers of Freshman Seminar instructors. Actual class assignments and worksheets will be included in the handouts.

Described below are examples of activites to be reviewed:

GROUP INTERACTION COURSE: Using group activities to quickly build community among students and develop connections with faculty.

INDIVIDUAL STUDENT CONFERENCES: Ways to structure brief individual conferences with students for high impact.

ROOM VISITS: Students visit another student for a guided interview and to learn about values displayed in residence hall room decorations.

E-MAIL JOURNALS: Using technology to develop close and frequent private communications between students and teacher.

ADVISING ASSIGNMENT: Guided interview which students use to connect with their academic advisor.

SHARE TIME, BRAG TIME: Setting aside class time for students to help each other deal with problems or share successes.

COMMUNITY WELCOME: An annual event sponsored by the Chamber of Commerce and Town Council.

OPEN HOUSE: A reception for Freshmen Seminar students provided by University administrators.

CULTURAL EVENTS/GROUP ACTIVITIES: Out-of-class opportunites which build connections.

Comparisons of Freshman Seminar students (1/3 of freshmen) with non-Freshman Seminar students show that the former are more likely to see faculty as "caring and concerned," and have higher use frequencies of cultural and academic support programs. Freshman Seminar students give high approval ratings to Freshman Seminar faculty, and report that the course helped them make friends. These data serve as evidence of connections between freshmen and various elements of the university community.

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A Laboratory Course in Mathematics for Liberal Arts Students

Hutch Sprunt

This presentation provides an overview of the introductory mathematics course developed at Appalachian State University. Through exploration of real world applications, students experience mathematics as a decision making tool. They are challenged to make use of their skills in problem solving, writing, speaking, and working with others in order to reach appropriate conclusions and to communicate them clearly.

Active learning is the key to being a successful student. With class size held under 25, instructors are able to establish relationships in the classroom, both with and among students. Exercises in cooperative learning provide a basis for exploring problems in small groups. In addition to three hours in the classroom each week, the class convenes two hours in a computer lab, well equipped for the various topics they encounter. Students are required to use mathematics to make judgments and then to write their argument in a report to an employer or customer who must be impressed by the clarity and professionalism of their work. They may be required to make a professional presentation of their findings, individually or in a group.

Content includes an introduction to word processing and spreadsheets, a good dose of elementary statistics including use of a simple statistical package on the computer, optimization, math of finance, and trigonometry. Topics are introduced via problems from everyday life: can you eat a healthy meal at McDonald's, should you take the rebate or the low interest loan on a car, how high is the scoreboard at the stadium, should I believe the results of a survey?

Students work together on projects, learning from each other and learning how to attack problems collaboratively. Whether conducting computer analysis of real world data or using a (homemade) surveyor's transit to measure the height of a building, the student is using mathematical concepts as tools to better understanding of the world. Faculty and student relationships grow in breadth and depth as the term goes on, allowing faculty to communicate a broader perspective on solving problems in a community context. Students are challenged to engage the process and learn skills that they can use throughout their lives and careers.

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Taking the PULSE of Freshmen: The Use of a Panel Study to Better Understand the Barriers and Bridges to First Year Persistence

Debra K. Sells
Williams S. Johnson
Denice Ward Hood
Shelly A. Potts

The literature is replete with studies investigating the relationship between students' attitudes and values, institutional characteristics and the impact on retention/persistence. While some factors such as financial difficulty, institutional fit, and social integration may explain the decision by some students to withdraw, others persist in spite of such difficulties.

Tinto (1975, 1988) explored the longitudinal nature of student departure highlighting the varying difficulties that students face over time. Tinto contends that freshmen enter the university with intentions and commitments which are continuously modified over time through interactions with the structures (academic and social) of the institution. This panel study with the following two-dimensional model was proposed in order to identify such involvement and commitments. Commitment to attaining the bachelor's degree and/or attaining the bachelor's degree from *this* institution. Involvement in community, family, and off-campus activities vs. involvement in campus-related pursuits.

PULSE (Project to Understand Learning and Student Experience) is expected to further the understanding of these factors that inhibit and encourage students' timely academic progress to graduation from Arizona State University. Periodic contacts with the freshmen panel determined to be representative of the entering student population will allow the "pulse" of the campus community to be taken regarding student involvement, commitment, academic and student services, experiences, and current topics and events as students advance through their college experience at ASU.

The following questions derived from the involvement/commitment model are being investigated in this panel study. What is the effect of level of commitment to the institution and/or attaining the degree on persistence? At what point is extra-curricular involvement counter-productive? Do students who are involved in on-campus activities (rather than off-campus) persist at a higher rate? Is commitment to the degree and/or institution predictive of persistence? Do traditional students differ from transfers on these dimensions? Can high involvement and/or commitment mediate the effects of average-to-below average academic achievement on persistence?

Sample Five hundred freshmen students will be randomly selected from the Fall 1993 entering student population at Arizona State University. The panel of students will be stratified by such demographic variables as major, race/ethnicity, in-state vs. out-of-state residency, and on-campus vs. off-campus housing. In some cases, purposeful over-sampling will be used to insure longitudinal representation of particularly underrepresented groups. Baseline data will be collected from all new freshmen (N=3,000) enrolled in the first-year composition course during the fall 1993 semester via an ***Entering Freshmen Survey*** .

Method Qualitative and quantitative data will be gathered to investigate barriers and bridges to first-year retention. The freshmen cohort of students will be continuously tracked over a five to six year period beginning fall semester 1993 via survey instruments approximately four times each academic year. Additionally, periodic focus groups, target surveys, and telephone interviews will be used to assess student attitudes and opinions about current topics of student and university concern.

Each student will be asked to provide his/her ID number on the initial survey so that Student Information System (SIS) data (e.g., major, college, GPA, enrollment status) may be collected and monitored. Participants will be informed that their responses will be confidential and reported only as aggregate data.

Subsequent surveys will take the "pulse" of the panel at critical points during the academic year. Students will participate in timely evaluations of university services such as orientation, academic advising, and course registration. Several times during the academic year, survey results in aggregate form will be shared with participants. Students who interrupt their enrollment (drop-out, stop-out, academic dismissal, transfer) will be contacted once to collect exit data.

Instruments The ***Entering Freshmen*** survey instrument includes items that assess pre-college expectations, plans, and activities; future expectations; involvement internal and external to ASU including employment, support systems, and participation in extracurricular activities; family and community responsibilities; and satisfaction with social and class-related experiences as well as academic performance. Both instruments will be pilot tested during the 1993 Orientation with new freshmen and transfer students.

PULSE is modeled after PRISM (Prompt Response to Improve Saint Mary's) at Saint Mary's College in Notre Dame, Indiana. Saint Mary's College used a small standing poll panel to "ascertain the attitudes and opinions of its students" during the 1991-1992 Academic Year.

Analysis Analysis conducted will include a factor analysis to establish the factor structure of the involvement and commitment dimensions with these student populations. As the preliminary analysis, multiple regression analyses will be performed to examine whether the involvement and commitment subscales predicted first-semester GPA and retention. The regression procedure will be conducted by racial/ethnic group and gender. As the research design continues to emerge, further analyses will be utilized. The proposed presentation will include an overview of the panel study and a discussion of the results of the tests of the hypotheses.

Bethune-Cookman College

DAYTONA BEACH, FLORIDA 32115

MARY McLEOD BETHUNE, FOUNDER
OSWALD P. BRONSON, SR., PRESIDENT

Renewing Ethical Values(REV): A Freshman Seminar for Building Community

Presenters' Names: Lois Fennelly and Richie Brown

Abstract: A panel of mentors and peer facilitators from Bethune-Cookman College will make a presentation to illustrate the REV program which teaches students: (1) how to become part of a group that is attempting to realize the enduring values of a liberal arts education that will carry over to a life's vocation and (2) a core of ethical standards that "good" people use to govern their daily civil interactions. Since this goal focuses on teaching and because all department chairmen want to make an immediate impact on as many students as possible, freshman seminar was identified as a proper vehicle for these goals.

Collaborative planning, training, and teaching among the thirty staff and faculty from various disciplines and thirty students--dormitory assistants and peer counselors who act as group facilitators--utilize the training sessions to renew the curriculum and teaching of the required general education course--General Education 110, Freshman Seminar and extend a course entitled Professional Seminar (currently offered by the Divisions of Education, Humanities, and Social Science) to all six divisions of the college--with the General Studies Division offering "generic" sections for undecided majors.

All entering freshmen are enrolled in this one-credit course which will be followed the second semester by a required (by declaration of a major in a division), one-credit Professional Seminar. The class size for both courses is restricted to 15 students in order for the program to be beneficial. REV sections meet one hour per week in class as well as having a staggered assembly requirement of one hour per week (The Bethune-Cookman College Chapel cannot accommodate the entire freshman class at one time.) and discussion groups led by peer facilitators.

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BLOOMFIELD COLLEGE

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Diversity and Development = Empowerment

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Maurice Washington
Felice Nudelman

Traditional student development programs often fail to reach the most vulnerable students on campus. Can we promote diversity and foster collaboration among divergent student groups? How do we provide traditional student development programs if the majority of the student population is considered non-traditional and at risk? This session will present an approach used by Bloomfield College, a small independent New Jersey college, in defining and developing a campus-wide student development program, the Student Advancement Initiative. Faculty, staff and students worked collaboratively in a campus-wide project that has proved DIVERSITY + DEVELOPMENT = EMPOWERMENT. Key members of the project will discuss the development of the project and examine with attendees how the model can be applied to their own institutions.

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FRESHMAN YEAR EXPERIENCE PROGRAMS
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The Life and Times of the Class of 1997: Who Are They and Why Do They Think Like They Do?

Neal A. Hartman
Director, Freshman Year Experience Programs

Living in a world where events are transmitted almost immediately into our living rooms through the media, it is inevitable that our students' attitudes and values are influenced by what is happening around them. This program traces some of the important events which provide for a life history of the traditional age student. Members of the Class of 1997 have witnessed breakthroughs and triumphs as well as catastrophes and crises.

It is 1975 and our freshmen are born to parents who were teenagers in the 1960s. And during the ensuing years America celebrates its Bicentennial, Sadat visits Israel, the Jonestown massacre occurs, the U.S. Olympic hockey team wins the gold, Sally Ride goes into outer space, Rock Hudson dies of AIDS, Thurgood Marshall resigns from the Supreme Court and Communism falls. What influence did these political, social, natural and cultural events have in shaping the lives and attitudes of the Class of 1997?

Through visual and printed materials, this program traces the lives and times of first-year students who entered colleges and universities in 1993 by reviewing major events which happened from 1975 to 1993. Data collected by the Higher Education Research Institute at UCLA provide a springboard for suggesting connections between these events and students' attitudes about social issues and the future.

This program can be utilized with students, parents, faculty and administrators. Whether you teach, advise, supervise or work with students, it is helpful to understand these past events in order to more fully appreciate the attitudes and expectations of students who walked through our doors in 1993.

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Department of Educational Services/SEEK

A Key to Access and Excellence: Mathematics

Prof. Martha J. Bell, Chair
Department of Educational Services/SEEK
Prof. George S. Shapiro, Chair
Department of Mathematics

Report after report has decried the small number of minority students who have entered majors leading to mathematics, science, and technology professions. On the other hand, more and more major programs have created prerequisites in mathematics and computer science that act as screens not only for the sciences but also for economics, psychology, education, and business. In some cases, the math requirement may serve as an obstacle to obtaining the bachelor's degree.

At Brooklyn College of the City University of New York, the Department of Educational Services/SEEK (Search for Education, Elevation, and Knowledge) is the state legislature-mandated opportunity program for educationally and economically disadvantaged students who would not otherwise have been admitted to a senior college. The SEEK Guidelines give the program autonomy over freshman instruction in all subject areas (reading, writing, speech, and content area courses) for program students except for mathematics. It requires that the SEEK Program work cooperatively with the Department of Mathematics to facilitate math instruction. Instead of creating an adversarial relationship, the two departments have worked together to create a comprehensive program for their students.

A four part program has been established to help students in mathematics from remediation through second semester calculus including the college's general education core course in mathematics and computer science:

1. Remedial Sequence - four courses beginning with arithmetic and ending with intermediate algebra

2. Core Studies 5 - general education course in mathematics and computer science

Brooklyn College of The City University of New York, 2900 Bedford Avenue, Brooklyn, New York 11210-2889
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3. Precalculus and Calculus I

4. Calculus II

This paper will discuss the strategies and approaches used to improve the success rate of SEEK students so that it exceeds the general pass rate of the regularly admitted students in the core course and in the precalculus/calculus sequence.

Strategies discussed will include tutoring, peer study groups, teacher selection, computer instruction, group process, targeted sections, and counseling.

The goal of the session is to demonstrate that for disadvantaged students mathematics can be made accessible and even exciting.

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Bucknell

Bertrand Library and Instructional Media Services

Foundation Seminars: A Community of Student Researchers

Dot S. Thompson, Manager, User Education Services
Judy Zebrowski, Public Services Librarian

Like many other institutions concerned about students making the transition from high school to college, Bucknell University in its commitment to quality education, examined ways to provide first year students with a foundation on which they could build throughout their academic career. A catalyst was needed to bridge this gap and build essential skills and student confidence. The faculty developed a set of guiding principles to construct a sound and balanced educational program which included the requirement that all first year students take a Foundation Seminar which would attempt to develop many desired skills.

There was a great deal of discussion about what ingredients were critical for a quality education. The University recognized that many elements were necessary including skills such as critical thinking, information literacy, and computer literacy. There was also a desire to offer educational experiences from the perspectives of others: different races, genders, classes and cultures. It was determined that the Foundation Seminars should attempt to address all these concerns.

The challenge is to seamlessly merge these important elements with a viable topic to create a meaningful and relative course. Many of these elements can be addressed through effective research assignments, if the students are prepared for the research process. Collaboration with a librarian who understands students' research problems can introduce a multiplicity of desired goals and objectives into the class through effective research assignments. Librarians understand students' "research anxiety" and the limitations this places on the students' progress. The students' comfort level in the library is increased and the result is better research. Learning styles as well as teaching styles are considered, and different approaches such as small group activities, peer instruction, library exercises, co-teaching, and alternatives to term paper projects are used.

Our presentation will focus on how Bucknell faculty and librarians have effectively utilized library assignments and research experiences to accomplish these goals for our first year Foundation Seminars. Following a brief recounting of several successful seminars, there will be time for small group discussion and an exchange of ideas. The group will reconvene for expanded discussion and summation.

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CAPITAL UNIVERSITY
COLUMBUS, OHIO

Assessing The Needs of Entering Adult Students

Richard A. Schalinske, Robert A. Patterson, & Gary L. Smith

Adults now represent a significant proportion of students attending post-secondary institutions. Basic differences between these students and traditional student bodies have been researched, documented, and even accommodated in programs that feature such innovations as flexible class scheduling and alternative teaching methods. However, the fact remains that there may be as many within group differences as between. In several studies of adult students at Capital University, a general diversity was found in individual academic abilities, learning style types, and general personality styles even though the group results tended to support basic assumptions commonly made about adult learners (Schalinske, Patterson, & Smith, 1993). For institutions seeking to attract and retain adults, such a diversity virtually dictates that their needs must be determined and accommodated on both a group and individual basis. This paper offers an approach that has been used effectively at a private, liberal arts university for assessing the needs of adult students using information from an institutional assessment program.

Capital University originally initiated an assessment program to empirically verify many of the educational assumptions that were made by the institution. Since the mission of the university implied that students would experience academic, personal, and social growth during their enrollment at Capital, it was assumed that a multiple measure process would be needed to evaluate changes in student attitudes and values as well as academic proficiencies. Accordingly, four instruments suitable for pre and post-test administration were adopted as an Assessment Battery: 1) *Canfield Learning Style Inventory*, a measure of individual preferences for conditions and ways of learning in terms of instruction, social interaction, and information processing; 2) *Jackson Personality Inventory*, a descriptive measure of personality styles, attitudes, and values; 3) *The Academic Profile*, a primary measure of academic proficiency that can yield both norm referenced and criterion referenced scores; and 4) *The Student Survey;* a qualitative measure of student self reported characteristics, values, attitudes, and opinions.

While the original focus of the assessment program was primarily on the educational process and longitudinal change, the information was soon used to answer more immediate questions. In particular, the Adult Degree Program (ADP) posed a unique situation as it relied heavily on the student-advisor relationship to meet the needs of adult students. There was a significant demand on the part of students and advisors for information about individual academic achievement levels, learning style preferences, and general personality styles to enhance the relationship and facilitate the completion of such tasks as designing degree plans or registering for group and independent studies. In addition, there was also an administrative interest in receiving a periodic group profile of incoming adult students to monitor admissions procedures and regularly verify assumptions about student interests and abilities. Based on these practical considerations, a procedure was developed to assess and help meet the needs of incoming adult students by using results from the Assessment Battery.

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CAPITAL UNIVERSITY
COLUMBUS, OHIO

Currently the Battery is administered to all students at Capital University as part of a mandatory assessment testing policy. Adult Degree Program students are administered the Battery upon entrance and a large sample completes all measures except the *Academic Profile* upon graduation. Results from the administrations are collected, entered into the Assessment Center's PC database, uploaded into a university mainframe database, and stored for a variety of research applications.

At the beginning of each school year, the results from all of the assessment measures are used to create a group profile of entering adult students. This academic, personality, and learning style profile is then distributed to the administration and faculty for use in monitoring admissions trends, comparing students in different majors and programs, and helping determine what kind of students are actually enrolled in the program. Group profile comparisons are also used to help answer administrative questions pertaining to the academic parity between the adult and traditional programs, gender differences in the classroom, and even grade discrepancies between sections of the same course.

From an individual perspective, the Assessment Center prepares a custom, computer generated report for every entering adult student. This report describes each student's significant *Canfield Learning Style Inventory* scale scores and explains the practical implications of their learner type. An individualized summary of *The Academic Profile* results is also included and then distributed with a detailed explanation sheet to the students and their advisors for use in academic program planning. Such a service is particularly valuable for helping advisors become familiar with their advisees more rapidly; allowing their students to make the best use of the many services and academic options that are available to them. Students who either initially or later become interested in learning more about themselves in terms of personality styles, attitudes, values, or career related traits can also receive a supplemental, descriptive report of their *Jackson Personality Inventory* scores from the Assessment Center.

While individual and group results from the Assessment Battery have allowed the Adult Degree Program to better assess the needs of entering adult students, all of the possible uses of the information have not yet been explored. The implementation of a revised *Student Survey* will help identify and then accommodate such specific needs as tutoring, mentoring, counseling, or career consultation. Similarly, the use of individual class profiles will help instructors more rapidly discover what kind of students are really sitting in their classrooms. Finally, the continued development of the Core Curriculum Proficiency Exam and the integration of the results with Assessment Battery data should provide better academic feedback to students and advisors. In these ways, Capital University looks forward to improving the retention and education of adult students.

Schalinske, R.A., Patterson, R.A., & Smith, G.L. (1993). The Capital University Adult Assessment Program. *Adult Assessment Forum, 3*, 6-9.

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CHAMPLAIN COLLEGE

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Sensitive Boot Camp: Helping Students Come Back From Academic Probation

Shelli Goldsweig
Director of Freshman Focus
Student Services

Patti Cook
Instructor of Fresh Start
Arts and Sciences Division

In the past, second semester freshman on academic probation, i.e. students with less than a 2.0 grade point average, have demonstrated very low retention rates. Last year, retention rates for these students were 29%. Clearly in a time of shrinking enrollments these numbers are unacceptable. In the spring semester of 1993, Champlain College experimented with a new course, especially designed for these students. The results were better than we ever expected, showing retention rates of 85%, with 100% of the students who successfully completed the course improving their grade point averages. One student went from a 0.00 to a 2.75. The workshop will help participants understand how these changes came about.

The initial question for us was, "What are the contributing factors to students' poor academic performance?" We believe that there are a number of characteristics which typify the profile of students on academic probation. These include:

* Poor study skills
* Extremely poor problem solving skills
* Low self esteem
* Good intentions; no follow through
* Students in majors chosen by their parents
* Non-utilization of support services such as tutoring, counseling, working with instructors
* Substance abuse issues

In response to these difficulties, Champlain College has designed a course called Fresh Start. Fresh Start uses a highly structured approach which stresses intrusive tough love combined with rigorous attention to organization, study skills, goal setting and problem solving. Below is a list of the major aspects of the course which will be reviewed in the workshop.

1. Each section of Fresh Start is paired with another content course.

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2. Each student maintains a specially formatted notebook which then becomes the skeleton upon which everything else in the course is built.

3. Note cards are used extensively. These are developed both in class and independently to help students organize and chunk the material from their content course. The cards evolve into a compilation of information from lectures, readings in the text book, and class discussions. Cards are then used in teaching test taking skills.

4. Short term goals are set during each class. The following class then opens with a review of the progress made in reaching these goals. The emphasis is on specificity and accountability.

5. Fresh Start instructors' roles differ from those of other college professors in a number of important ways:

   * Each student is required to have four out-of-class meetings with the instructor during the semester.
   * If students are absent, they are called by their instructors.
   * Students sign a permission slip at the start of the semester allowing their instructor access to all of their records as well as to information from their instructors.

6. There is a mandatory involvement with numerous support services throughout the College. These focus on:

   * once-a-week tutorial sessions
   * a visit to class by a counselor, followed by an meeting with the counselor
   * study sessions with the instructor before exams in the content course
   * assistance with writing and reading skills
   * a career segment
   * a library segment

Workshop participants will come away from this session with a much clearer picture of how to better serve first year students on academic probation.

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CONCORDIA COLLEGE
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A DISCOVERY APPROACH TO CAREER PLANNING: SYSTEM FOR IDENTIFYING MOTIVATED ABILITIES (SIMA)

Eunice C. Streufert, Ph.D.
Director of Student Academic Advising

Entering college freshmen need help understanding themselves, choosing a career, and selecting a major (Ehrlich, 1992; Elwood, 1992; Goodson, 1981). At Concordia College St. Paul, MN freshmen complete the College Student Inventory (CSI) to identify a variety of needs. The aggregate results of the CSI indicate students have a strong desire to discuss qualifications for occupations, get help in selecting an occupation and get help in choosing an academic program.

To meet these student needs all freshmen enrolled in Concordia's required first year experience course participate in a program to help select a career and choose a major. This program has two parts: 1. A four day unit to help students discover their motivated abilities, and 2. A one-hour individual career counseling session.

In a four-day unit of IDS 150 Introduction to College Studies, students use The System for Identifying Motivated Abilities (SIMA) to discover their motivated abilities (Miller & Mattson, 1989). They complete four steps: 1. Recall and describe achievements by identifying what they enjoyed doing and what they believed they did well, 2. Interview and take notes, in triads, to uncover details of how the achievements were accomplished, 3. Analyze and draw conclusions about a central motivational result, motivated abilities, recurring subject matter, motivating circumstances, and operating relationships, and 4. Write a two-page summary applying their discoveries to the world of work careers and majors.

During winter or spring quarter all freshmen are encouraged to participate in a one-hour career counseling sessions. Each student discusses his/her SIMA with a trained, experienced counselor. They talk about SIMA and its relationship to formal instruments (American College Testing Assessment, The Myer-Briggs Indicator, College Student Inventory and Strong Interest Inventory) the student has completed since coming to Concordia. They explore individual values, interests and abilities; clarify life goals based on self-awareness; explore relationships between life and career goals; clarify career goals; and choose a faculty advisor who will help them select classes in a major related to a career choice (O'Banion, 1972).

Anecdotal evidence of students' appreciation of this two-pronged discovery approach to career planning and decision making will be shared.

Additionally, participants will begin to complete a SIMA Biographical Form and work in small groups to explore the feasibility of using SIMA at their institutions.

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ASSESSING OUR INTERVENTION

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Coordinator of the
Freshman Year Experience
Assistant Professor of Biblical Languages

Anything worth doing is worth doing well. And if we are going to know how well we are doing we need to assess it. That has been the message sent by accreditation agencies, and it is a fair challenge to those of us who conduct a freshman seminar as well. The students arriving on our campuses are changing. We need to find out if our seminar is addressing the latest "version" of the college freshman arriving on our campus. And we need to know if the intervention we have designed to meet the needs of that student has worked.

The freshman seminar at Concordia University Wisconsin has just begun the process of assessing its freshman year intervention. This presentation will share the experiences we have had in planning that assessment. We will discuss the goals developed for the course to bring a more unified focus to the various class sections. We will discuss the written assessment tool and focus group interviews we have developed to measure the accomplishment of those goals. We will also tell you how our instructors are using that data to shape their individual classes and how we plan to use those results to improve our overall program.

If you would like more information about the process of organizing your assessment freshman seminar, join us for this discussion.

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MEETING INDIVIDUAL NEEDS: ASSIGNING AN INDEPENDENT STUDY

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Students in a typical Freshman Year Experience course display diverse and uneven college survival skills. Where one person is strong in time management, another is weak; where one person is strong in computer skills, another is weak. And so on. The challenge for instructors is to address student weaknesses without patronizing student strengths. One way to approach this problem is via an independent study where students work individually to improve a particular skill they have identified as needing development.

The purpose of this program will be to relate how I administered an independent study in my Freshman Year Experience course, which we call Liberal Arts 105. I will share the rationale, objectives, specifics of the plan, and results--including sample independent studies. Then I will elicit questions and comments from the audience in hopes of gaining ideas to make this a stronger assignment in the future. Perhaps other instructors are doing something similar in their Freshman Year Experience classes, and we will learn from one another.

I believe this program fits into the conference's theme because the independent study involves working closely with the instructor and another professor who is an expert in the field of the student's targeted skill.

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DALTON COLLEGE

FIVE YEARS OF DCS 101: AN EMPIRICAL ANALYSIS

Michael P. Hoff, Ph.D.
Christy Price, M.S. Ed.

The student success course at Dalton College, Dalton College Studies 101, began in Fall 1987 with six sections and 104 students. Since then, the program has grown with the increase in the student body. The course meets twice a week, is strictly elective and carries institutional credit. From the beginning stages of developing DCS 101 it was felt that its effectiveness in enhancing the probability of success in college should be evaluated. This is a report of an empirical analysis of DCS 101 over the first five years of the program.

The dependent variables used in evaluating DCS came from asking what we expected from the course. While we anticipate several benefits to students taking the course, ranging from doing well academically to understanding the value of college to improving personal health, our primary expectation is that students would do better academically and progress in a timely fashion toward a degree. From this, we developed several indicators of success that were used in the analysis including: Fall-to-Fall retention, Fall-to-Following Year retention, GPA's at the conclusion of the first year of study and in the final quarter of study, hours per quarter taken, and graduation rates.

All DCS 101 students enrolled as first time students in Fall quarters 1987-1991 were compared to a randomly selected group of non-DCS first quarter enrollees, matched on degree desired (i.e., AA, AS, AAS). Data were gathered from official transcripts. Correlations and multiple regression methods of analysis were used, focusing on the above-mentioned indicators of success as well as several control variables, including SAT scores, sex, and age. The overall results of the analysis are presented; the beneficial effects of completing the DCS101 course on student success are discussed.

The importance of evaluating the freshman orientation course is obvious. Faculty teaching the course gain insights into the effects of the course on students as they interact with students over the quarter; student evaluations of the course add to the body of knowledge. Empirical analyses are another useful branch in an overall evaluation of student success programs.

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DALTON COLLEGE

PASSING THE TORCH: TRANSITIONS IN DCS 101

Christy Price, M.S. Ed.
Michael P.Hoff, Ph.D.

The student success course at Dalton College, DCS 101, began in the Fall 1987 after two years of planning and development. The program has grown since then, both in number of students taking the course as well as the number of faculty and staff participating. From the first year of the course, there has been a gradual turnover in faculty and staff involved. However, five years after DCS 101 began, a new Coordinator took over the program. Since then, there has been an essentially complete turnover of faculty and staff teaching the course. DCS 101 has enjoyed campus-wide support from the beginning of the program, through the transition of different Coordinators and to the present time. This presentation focuses on the necessity of transitions within student success courses and the differing techniques that the two Coordinators used to engender campus-wide committment to the program.

The committee that implemented DCS101 recognized the importance of developing campus-wide committment to the program. They followed a two-track strategy of group formation and group learning to do this. The strategy was successful; of the approximately 75 faculty and professional staff at the college, 48 participated directly in the program in its first year. Of these, 12 taught the course and the others served in a support role (guest speakers, etc.).

Seven years after the beginnings of the course, the transition in DCS has occurred. In the 1993-1994 academic year, only two of the 17 sections of DCS were taught by "original" instructors. The new Coordinator has emphasized recruitment of specific instructors and campus-wide publicity to maintain awareness of the program and its benefits to students. Continuity with the "old" program has been maintained by the use of original instructors as active consultants and guest speakers in classes and training sessions. Additionally, the Coordinator has introduced two new aspects of Dalton College Studies, a peer-tutoring program and a career development course. Both of these serve to enhance the visibility and perceived importance of the program.

Over the seven years of DCS 101, there has been an essentially complete turnover in people involved in teaching the course, yet we still have campus-wide committment to the program. It has not died, despite the turnover. In fact, we argue that the turnover is a necessary part of the development of the program--it keeps it fresh and alive.

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DAVIS & ELKINS COLLEGE

SUCCESS SKILLS THROUGH SMALL GROUP EXERCISES

Gregory S. Wells
Debbie Channell

How do you get your message across about "how to succeed in college?" You talk about skills, organization, attitude, motivation, time management, and on and on. A few students listen actively, some try to listen but fade away after a while, and some don't seem to hear any of your message.

The staff of Davis & Elkins College's William James Center, a personal and academic support program for underprepared freshmen, has developed a series of small group activities which, by their inherent experiential nature, "bring the message home" about succeeding in college. The students listen because they participate. They appreciate because they contribute. They understand because they create in their own language. And they remember because they leave with something tangible in hand.

Representative group exercises include "Eating a Bowl of Cereal" (attention to details), "Criteria for Grades," (grading doctors, taxi drivers, teachers, etc.), "Anatomy of an 'A'," (breaking assignments down into their smallest parts), "Coping" (listing and addressing stressful situations), "Preparing for Exams" (developing a practical guidebook), and "Rank Ordering Study Skills" (generating awareness of relative importance).

These group activities could be incorporated into virtually any introductory level course, orientation program, or advising seminar.

The workshop will be run as though the participants were students. The presenters will pace the group through approximately five exercises and will then invite discussion. Directions for the exercises covered will be distributed as will a handout offering guidelines for creating topical small group exercises.

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CARE FOR THE CAREGIVERS
How to Avoid Burnout in Service to our Students

Mary D. Aun, MA, MSW
Senior Professor
Student Success Strategies: STOR-112

"People work" of any kind can cause the syndrome known as "burnout." It's characterized by emotional exhaustion, depersonalization and reduced personal accomplishment. Caregivers in the service of students often find themselves in the state of fatigue or frustration resulting from devotion to the cause of student success. That cause sometimes fails to produce the expected reward, and when the expectation level is drastically opposed to reality, caregivers use up their inner resources, vitality, energy and ability to function.

Through a presentation of the latest social science research on the subject, one-on-one exercises and small group activities, participants will learn:

- *a working definition of the syndrome*
- *which personality types are especially prone to "burnout"*
- *how to recognize the symptoms*
- *how to identify the causes*
- *where to go for help*
- *what to do to overcome and/or control the job-related stress inherent in caregiving.*

The experience of participating in this workshop will also offer the group ideas on effectively facilitating the learning in larger classes.

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Before Risk Becomes Reality:
Identifying and Intervening With At-Risk Students

Laurie A. Schreiner, Ph.D.

Student attrition is typically highest in any given institution during the first year, and many programs and services have focused on the first-year experience, in an attempt to "front-load" this year and thereby prevent attrition. One of the key elements in enabling students to succeed and persist beyond their first year is timely intervention with those who are at risk. We know from experience that it is not possible to identify many of these students simply by looking at cognitive factors, such as high school GPA or admissions test scores. Many academically capable students are at risk because of affective factors, such as a lack of family emotional support, low levels of motivation, poor social skills, or low levels of self-reliance. In a study of 5,000 college students from 46 different institutions nationally, we found that there are certain "risk factors" which enable us to profile an at-risk student. Once we have identified these students at risk, we are then able to intervene appropriately early in the term.

We administered the **College Student Inventory** to students the first week of the Fall term, and found the following scale scores to be predictive of risk, defined as GPA below 2.0 at the end of the first year and/or not re-enrolling for the second year: weak

educational values, low desire to finish college, negative attitude toward educators, low sense of financial security, poor initial impression of the institution, few intellectual interests, lack of openness to new experiences, lack of interest in campus activities, extremely high or extremely low levels of sociability, poor study habits, little interest in career planning assistance, high level of academic confidence, low level of family emotional support, low level of perceived leadership ability, high need and desire for personal counseling, and low level of self-reliance.

Once institutions have identified their at-risk students, they may then target them for intervention. Strategic intervention is most effective early in the term, usually within the first six weeks, and typically involves individual student-faculty or student-counselor conferences, referral to campus resources and services, and enhancing students' academic and social integration on campus through various workshops, support groups, and mentoring programs designed specifically to meet at-risk students' needs.

By identifying at-risk students early in the term and responding appropriately to their needs, campuses can draw students into the academic and social fabric of the institution and thereby increase their chances for growth and success.

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The Impact of a Sense of Community on Student Satisfaction

Laurie A. Schreiner, Ph.D.
Stephanie L. Juillerat, Ph.D.

While many campuses regularly assess student satisfaction in a global way, few do so within the context of students' expectations. Yet dissatisfaction occurs when there is a gap between students' expectations and their actual experiences on campus. The **Student Satisfaction Inventory** is designed to measure the discrepancy between students' expectations and reality in order to provide useful feedback to campuses. One section of the instrument focuses particularly on the campus climate, or sense of community. It is here that some of the most powerful potential to impact students exists. Based on our study of a national sample of over 10,000 students at both two-year and four-year institutions, we found that when campuses lack a sense of community, student satisfaction is low, student apathy is high, and there is a noticeable lack of student involvement on campus. In fact, student participation is one of the key variables which indicates high levels of satisfaction and a strong sense of community.

Creating a student-centered campus is the first step in building a sense of community and ultimately impacting student satisfaction. When students perceive that they "matter" in an institution, their desire to become more active and involved increases. Steps toward creating a campus which is student-

centered may include: a) being proactive and responsive by anticipating students' needs, initiating contact with students, and front-loading the first-year experience, b) promoting service excellence campus-wide, by hiring faculty and staff who are committed to students' growth and success, and training existing personnel in service excellence strategies, c) focusing on the affective as well as the cognitive dimensions of the college experience, by becoming aware of students' developmental needs that extend beyond the classroom, training academic advisors to provide developmental advising to students, and identifying at-risk students early in the term and providing early intervention, and d) promoting student growth and success, by looking at each service delivery system on campus through the eyes of a student and making changes accordingly, and adopting a student advocacy stance which puts students squarely at the center of the institution.

When a campus has specific, reliable, and comprehensive data about their students' needs and expectations, then positive changes can occur in the campus climate that can lead to increased student involvement and commitment, greater student persistence, and a more enjoyable learning experience.

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The Evergreen State College

The Neurophysiological Basis of Learning: Research, Theory, and Implications for Teaching

Rita Smilkstein

Abstract

This 90-minute presentation will combine group participation and lecture. Materials and bibliography will be provided.

Research in neuroplasticity (brain changes that occur during learning) shows that there is a physiological basis of learning (e.g., Fischbach, 1992; Jacobs, Schall & Scheibel, 1993; Petit & Markus, 1987; Rose, 1992). Specifically, it shows the following: 1) learning is the growing and connecting of structures in the brain; 2) connected learning is a physiological imperative because new learning (new brain structures) must be connected to what the learner already knows (to existing brain structures); 3) the human cognitive system is naturally and innately impelled to grow brain structures (to learn) through personal processing at literally higher and higher levels of structural growth; 4) traditional lecture- and teacher-centered schooling seems to run counter to the natural human learning process and system; 5) knowledge of how the brain naturally learns can be used to develop curricular and teaching practices that facilitate higher level learning.

A brief introduction to brain physiology, geared to a lay audience, will be included.

One implication of the neurophysiological findings is that people start to learn by connecting the new object of learning to something they already know: making a personal connection. This corroborates the work of cognitive theorists (e.g. Snow & Yallow, 1982); reading and schema theorists (e.g., Anderson, Spiro & Anderson, 1977), whose schemata can be seen as mental correlates of underlying brain structures; and other recent research which "suggests that students learn best when they integrate new knowledge with their own experiences and what they have learned in the past" (Mooney, 1993). Making this initial personal connection is, in fact, physiologically necessary because new or higher level brain structures can grow only from pre-existing ones.

Another implication of these findings is that learning occurs with the thoughtful, personal processing of experience through increasingly refining levels of activity. This is consistent with the findings of Fischbach (1992) and others that brain structures grow in a constructive sequence, starting with low-level dendrites (fibers that sprout from a brain cell or neuron) which are not able

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to respond to complex, abstract stimuli: "Neurons respond to increasingly abstract aspects of stimuli as the distance--measured in numbers of synapses [connections between dendrites] from the source--grows" (p. 56). Dendrites proliferate and refine sequentially, constructively, each new one connecting to--and growing from--previous, lower, less-refined ones, until high levels of proliferation and responsiveness to complex, abstract stimuli are reached. This explains the physiological difference between a simple, superficial, naive, low level of understanding and a complex, abstract, sophisticated, refined, high level of understanding. The difference is the underlying brain structure growth.

Futher, this research seems to suggest that learners have to grow their own brain structures. We cannot grow their brain structures for them. Instead, students need opportunities to use their innate learning system, over time through increasingly refining stages of active and thoughtful processing of their own experiences, to grow their own brain structures, i.e., to learn.

Thus, a task before educators is to translate this research into curriculum development and teaching approaches. Participants will be invited to begin such a translation.

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Florida International University

Off to a Good Start: Creating and Maintaining a Climate of Fairness in Introductory Courses

Presenter's Name: Rita C. Rodabaugh

This study assessed college students' perceptions of fairness in the classroom. The premises were derived from both psychological equity theory and educational studies of college students' perceptions of fairness. The results indicate that college students have very definite ideas concerning fair and unfair practices in a college environment. The following statements summarize important findings.

Students rate a professor more highly when the professor assigns grades according to the individual contributions of each student than when grades are assigned according to the needs of the students, but even the latter is rated higher than assigning grades equally.

College students rate a professor highly if the professor gives a point needed for a grade to a student who has worked very hard during the semester. On the contrary, a professor who gives the needed point to a student who has put forth little effort is rated lowly. Students who admit cheating and cutting classes are more likely to choose the professor who gives a point to a student who has put forth little effort than are students who do not report cheating or cutting classes. However, they show no more respect and do not give the professor higher ratings on fairness.

Professors who follow fair procedures in testing and handling tests are rated highly by college students, regardless of the outcome of grades to students, and professors who display unfair methods for dealing with tests are rated very low, even if the grades in the class are high.

College students rate a professor much more highly if the professor uses very strict rules and procedures in a class than if the professor is lax and arbitrary in setting class rules and procedures. This is true regardless of the grades in the class. Professors who have strict rules but low grade outcomes are rated higher than professors who make rules arbitrarily but have high grade outcomes.

If a professor changes a grading policy, making a change which involves bonus credit is rated more highly than making a change in the numerical grading system. Professors are rated more highly if the change benefits students than if the change is detrimental to students. However, if the change is beneficial to students, then participants' ratings of liking the professor and likelihood of choosing the professor do not vary as a function of the type of change made. If the change is detrimental to students, then the type of change made is important for ratings.

Academy for the Art of Teaching
University Park, OET-3, Miami, Florida 33199 • (305) 348-3907

Equal Opportunity/Equal Access Employer and Institution

When a policy change is enacted, students rate a professor more highly on respect and caring for students if the professor leads the way in making the change rather than following the precedent set by others. When the outcome is beneficial to students, the professor is rated more highly than when the outcome is detrimental, except on respect, in which case the outcome to students does not affect the respect for the professor.

If a professor enacts a change in grading policy standards in an effort to change the numbers of students enrolled in classes, a more lax grading policy aimed at increasing enrollment is seen as more fair than a stricter grading policy aimed at reducing enrollment. However, both conditions gain low ratings for the professor enacting the change.

Professors who are described as unfair are rated significantly lower than professors described as cold and uncaring, a boring lecturer, or one who gives excessive work. Older students rated the unfair professor significantly lower on likelihood of choosing the professor than did students of traditional age.

A positive correlation was found between ratings of the happiness of overall college experiences, happiness with present college experiences and perceptions of the fairness of professors. Older students reported professors as more fair than did younger students.

Participants produced consequences which they thought appropriate for various student and faculty misbehaviors. Those which should receive the most severe punishments were those involving cheating behaviors. The most important reasons given by participants for enacting consequences for student misbehaviors were to make the learning experience and the classroom environment more fair for all students, and to discourage the student from committing the behavior again. Faculty behaviors which were seen as deserving severe consequences included "Using profanity, and being angry and mean," "Showing partiality to some students due to gender, age, race, etc.," "Being frequently late or not showing up," and "Being unfair in grading."

Participants also rated the seriousness of various student and faculty misbehaviors. The best predictor of students' ratings of the seriousness of misbehaviors was whether or not the student reported cheating. Students who reported cheating gave lower ratings to the seriousness of student misbehaviors than did students who did not report cheating. Older and upper level students also saw student misbehaviors as more serious than did younger students and freshmen. Gender was the best predictor of ratings of seriousness of faculty misbehaviors, with females considering the misbehaviors to be more serious than did males.

In general, the study shows tremendous concern by students for fairness in the classroom, and the need for faculty members to establish a climate of strictness with policies and procedures, fairness in testing and handling tests, impartiality in all student interactions, and consideration of student input in the classroom.

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FRONT RANGE
COMMUNITY COLLEGE
Excellence and Diversity
Main Campus 3645 West 112th Avenue, Westminster, Colorado 80030 (303) 466-8811 FAX (303) 466-1623

This experiential workshop will take the form of a simulated session between advisor/counselor and students/clients.

I. MUSIC - relaxation before each session

II. SPEECHES - every participant will give a brief (3-4 sentences) introduction in front of the group at the beginning of the session. This serves to neutralize the group by challenging them to do something they're afraid of. They also receive immediate positive feedback.

Group dynamics are very important in this self-esteem building process.

III. BACKGROUND INFORMATION

The Nursing Program at Front Range Community College is one of the few in the nation with an "open entry" admissions policy. Students are admitted on a "first come, first served" basis. Our uniqueness is also demonstrated through our self-sufficiency initiative in conjunction with social services agencies throughout the state of Colorado.

In 1988 Governor Romer selected the FRCC Nursing Program to work with Colorado Social Services, the Governor's Job Training Office, Colorado Commission on Higher Education and Colorado Community College and Occupational Education System to educate AFDC (aid for dependent children) recipients in nursing to make them "self-sufficient" and financially independent.

My assignment in this project was to recruit the students and offer academic advising and case management to facilitate their success.

We stumbled in a few areas with the first group of students but learned from our mistakes. We found that until the student had the self-esteem and motivation needed to believe they could succeed they wouldn't.

Paul Clayton, a consultant to many social services agencies was called in to facilitate a motivational workshop for students and train the nursing faculty and counselors to conduct future workshops. The "DYNAMIC STRATEGIES FOR EMPOWERMENT" workshop is now an integral part of our self-sufficiency program.

IV. SPECIFIC WORKSHOP TOPICS

- the conscious and unconscious mind
- self-esteem
- communication skills
- where emotions come from
- how the brain operates
- how motivation occurs

As the advisor/counselor to this special population group I have also become a liaison to the social services agencies in Colorado. This most certainly fits into the theme "THE MANY HATS ADVISORS WEAR".

I would encourage any advisor/counselor who is working with students involved with social services to develop a vehicle for motivation and self-esteem development.

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FROSTBURG
STATE UNIVERSITY

Generating Opportunities for Leadership Development: the First Year Residential Leadership Experience

Leann DiAndreth-Elkins

With the growing national interest in leadership development for college students, Frostburg State University has developed GOLD, Generating Opportunities for Leadership Development. GOLD is a leadership program for first year students living together within an individual residence hall. This presentation will offer the audience an overview of GOLD, involvement in several leadership activities which have been utilized within GOLD, time for questions and answers about GOLD, and time to share leadership programs available to first year students on other campuses.

Generating Opportunities for Leadership Development is a new program offered by the Residence Life Office at Frostburg State University. GOLD provides participating students with a supportive and challenging residence hall community for the development of their leadership skills during their first year. All GOLD members live together in one residence hall, and each member has the benefit of a single room.

GOLD was initially created when FSU's leadership opportunities were reviewed and recognized to be geared toward audiences of upperclass students and current officers of student organizations. With the realization of the need for leadership development opportunities for first year students, GOLD was created.

All in-coming first year students were invited to apply to participate in GOLD during the FSU summer orientation program, and information was mailed to these students during the summer. First year students submitted completed applications to the Residence Life Office and were selected for GOLD based on the following criteria: commitment to personal development of leadership skills, commitment to academic excellence, leadership experience in high school, and commitment to providing future leadership for FSU. Students selected to participate in GOLD were chosen mainly for their desire to increase and develop their leadership skills. Having held offices in organizations, was not a priority for the selected students. These students demonstrated leadership in a variety of areas: the arts, athletics, as well as academics and student organizations.

Participating members of GOLD develop their leadership skills through attendance at weekly leadership development programs, involvement in House Council, and enrollment in Orientation 101: Introduction to Higher Education.

GOLD members are expected to attend ten out of 15 leadership development programs held every Monday night at 8:00. These programs are presented by numerous faculty, staff, and students of Frostburg State University, as well as members of the Frostburg area community. The topics of these programs have included: qualities of a leader, university resources, academic success, self esteem, public relations, communication skills, diversity issues, gender roles, effective listening skills, motivating others in an organization, sexist language.

GOLD members also are expected to be involved in their House Council, the governing and programming body of their hall. At the beginning of each semester the hall holds elections for House Council officers and committee chairs, forms committees, and rewrites the hall constitution. The House Council also has a Judicial Committee which presents suggested sanctions for members violating policies. Then the House Council as a whole discusses the suggested sanctions and votes to determine the sanction for the member according to his/her behavior and how it has effected the community.

Orientation 101: Introduction to Higher Education is a course required by all Frostburg State University first year students. GOLD members are enrolled in two specific sections of the course. The focus of these specific sections is leadership development for first year students and co-curricular involvement at FSU.

Handout materials giving an overview of the program will be provided. Audience questions and sharing of similar programs will be encouraged.

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Geneseo

Department of English

Incumbencies or Civilities: Language and the Entering Student

Walter Freed, Jr.
Lecturer

First-year students frequently maintain the notion that two languages exist for them. The language which comes most easily seems to be the vernacular of their peers, reinforced by social settings and described by current idiom or whim. Here they communicate easily, without self-consciousness or ambiguity. Reinforced by their own mastery of and interest in slang, fragment, and particular word usage, students are comfortable with their control over the English they believe is their own, that which they have created.

Confronted with a first semester class in writing, students frequently abandon this sense of play with the language and become absorbed in prescribed, regimented assignments which undercut their innate ability to make words work for them. They may lose sight of their ability to manage language just as effectively in a more formal setting as in an informal one. Consequently, the disparity between day-to-day writing, thinking, and speaking and academic jargon becomes more and more entrenched. Essays become pedantries, and the vibrancy of the act of composing becomes laborious. They may leave their personae in the hallways.

Freshman courses, in any discipline, but most certainly in English, must restore and enlarge a student's comprehension of language's civility and significance. Young scholars should be encouraged to explore language on many levels without being led into a dangerous arena of inconsistent construction or surface evaluation.

To this end, students may be encouraged in their writing and thinking with a variety of assignments which lead, ultimately, to some original research -- some directive investigation into their own opinions and experiences and into the beliefs and lives of others who also attempt successful communication through the use of convention and decorum. The vibrancy of language is not compromised, nor is students' vigor of intellect. The two components are enhanced and challenged.

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Georgia Tech

Student Success Center

Georgia Institute of Technology
Atlanta, Georgia 30332-0445
USA

A TQM APPROACH TO COURSE DEVELOPMENT

An Effective Vehicle for Increasing the Success of Your Freshman Program

Bill Osher, PhD
Joann Ward, EdS

TQM is a system of manufacturing developed by Deming that is increasingly being used in educational settings. Its principle components are:

1. Constancy of Purpose
2. Attention to Customer's needs
3. Based upon accurate collection of data
4. Continuous Improvement

We have followed a number of TQM principles in developing the Georgia Tech Freshman Course:

1. Assessing customer needs
    a. Corporate Recruiter Survey
    b. Student Survey
    c. Developed a course to respond to those needs
2. Formally adopted Deming philosophy
    a. Constancy of Purpose:

        Student goals are to graduate and succeed vocationally

        Faculty goals are scholarship & life-long learning

        Course must reconcile these two goals

A Unit of the University System of Georgia

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b. Data collection

1) Student characteristics

2) Student satisfaction

3) Student outcomes

c. Continuous Improvement: Redesign class based on customer input

TQM and your Freshman Course

A. Benefits of adopting TQM

1. Provides a structure for doing what you ought to be doing anyway: clear vision, monitoring carefully, continuous improvement

2. TQM is current "coin of the realm," widely adopted managerial philosophy in educational settings

3. Introduces possibility of outside financial support

Georgia Tech has gotten $ from Milikin and IBM

B. Strategies/Resources

1. Bibliography

2. Steps to take

3. Exercise: Who are my customers? Am I serving them?

Q & A

Concluding Remarks

HAMPTON UNIVERSITY
HAMPTON, VIRGINIA 23668

FRESHMAN STUDIES AND
UNIVERSITY 101 PROGRAM
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A "Total Package Deal" for the Freshman Year

Presenter: Amanda B. Murray

May, 1993 marked the graduation of the "charter class" of freshmen who took Hampton University's first required orientation course--University 101 (UNV 101), "The Individual and Life". After 4 years of assessment and refinement, this 3-hour credited and graded fall semester course represents a unique, innovative model to "introduce entering freshmen to the 'Hampton Experience', in order to foster and facilitate their transition to the college environment" (UNV 101 CourseBook, page 4).

This class introduces new students to the larger campus community by selecting its instructors from the faculty, library, residential staff, student affairs and administration. It also introduces students to some specifics about the University, such as its library, history, and African-American Art Collection.

This course has its own impressive, internally developed CourseBook which focuses on innovative learning skills, several traditional orientation topics, and the University's uniqueness.

Over these 4 years, this one course has expanded to an entire Freshman Studies Department, which now offers a "Total Package Deal" approach for first-year students. This approach deliberately connects the high energy, fun-filled, "New Student Orientation Week Program" (which is at least 25 years old) to the required first-semester UNV 101 course which, in turn, connects to an innovative, non-credited, freshman-led, "On-going Orientation Program" during the second semester. The staff also provides academic, social and personal counseling for all freshmen.

The net result of this full year approach is an the ongoing support for these new students; identification and development of new student leaders; and improved retention rates.

The course is constantly assessed and refined by instructors and students. Starting with UNV 101's first graduating class, (May, 1993), additional evaluations are now gathered via a "UNV 101-4 year Retrospective" Questionnaire. --The outcome of this first survey will be shared during the seminar.

The end result is a total year of growth experiences and leadership opportunities for Hampton University's freshmen. This first year program also discovers and further develops potential leaders, who in turn can be selected to serve as student leaders, resident assistants, and peer counselors for the next year's freshmen.

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HENDERSON STATE UNIVERSITY
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The Henderson Seminar

Meritt W. Stark, Jr.

Abstract

Recognizing that its orientation and retention efforts could be made more effective, Henderson State University, Arkansas' Public Liberal Arts University, is now offering a unique freshman seminar specifically structured to help entering freshman succeed in college and experience a positive introduction to the University. The Seminar is a response to the fact that in the past few of the University's students clearly understood the University's mission, or the relationship between the liberal arts and the core curriculum.

The session will focus on two key goals of the seminar that make it special. The first is particularly important in terms of having students understand how the University's administrative structure and curriculum have evolved as its mission has changed. The second is to expand knowledge of the University's traditions and history so that students feel an immediate and long term attachment to the school.

The session will also examine how the seminar utilizes campus resources and fosters cooperation between faculty and personnel in student services.

Participants at the session will be encouraged to discuss the availability and content of similar seminars at their institutions. Information exchanged at the session will give both the presenter and participants a better understanding of ways to strengthen their programs.

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High Point University

STUDENT MENTORS:
LEARNING AND CRITICAL THINKING - A POSITIVE SYNERGY

Dr. Dee Allen Goedeke

"The experience has left me a much richer person. It was not just the students that walked away learning something."

Student mentors learn as much and often more than the students with whom they work. The student mentor not only facilitates learning but also draws upon and applies previous knowledge, thus promoting critical thinking skills development.

The student mentor can be an immeasurable asset to a "student success" course. Their ability to engage students in discourse, to examine issues from a students perspective on a students level as well as to draw upon both academic and personal experiences and apply such information are among the strengths and advantages of using a student mentor program in connection with a "student success" course.

* What are the advantages and disadvantages of using student mentors?
* What criteria should be used in selecting student mentors?
* How should student mentors be trained?
* In what ways can student mentors be used to facilitate learning?
* What topics are best dealt with by student mentors?
* How can I specifically use student mentors in my course?

These are only a few of the pertinent questions to be asked when considering the use of student mentors in a "student success" course. Following a general presentation on the involvement of student mentors in a course, a synergistic-producing discussion will follow addressing the above issues and more.

University Station, Montlieu Avenue, High Point, North Carolina 27262-3598
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High Point University uses student mentors in its' **Summer Advantage** program for underprepared entering freshmen. Three rising-senior students are selected to: 1) serve as student mentors to facilitate classroom learning and discussion on life management issues; 2) serve as tutors for academic skills; and 3) serve as coordinators for extracurricular programs.

These students enroll in an Independent Study course and receive three hours credit. Each student is selected based upon previous academic performance (GPA), coursework completed, student life involvement, and general interest. Students who have previously experienced the **BHS101: Foundations for Academic Success** course are given special consideration. All students considered must have completed a computer course and the **Group Dynamics and Leadership Development** course.

Each student works with about 20 students. The primary focus and responsibility of the student mentor is to facilitate twenty, 50-minute class sessions. The student mentor primarily deals with the life management topics of the course. Among the topics covered are: leaving home, roommates, new friends and interpersonal relationship management, drugs, alcohol, budgeting and finances, date rape, time management, procrastination, goals, values, library research, study groups, sexual relationships, computer WordPerfect use, leadership development, campus life, student/instructor relations, and more.

The student mentor has a "readings" text from which students read articles pertaining to the topic under discussion. The student mentor develops questions and facilitates in-class discussion as well as discuss how the material relates to the life of a college student.

Students have consistently evaluated the use of student mentors as one of the most positive learning experiences of the program. Their involvement assists in making the transition from high school to college a much easier process for incoming freshmen.

The student mentor program is extremely popular with students. It is considered an honor to be selected to serve. Student mentors discover the synergy of all they have learned and experienced and are often amazed at the fact they can apply the information. A true expression of the development of critical thinking skills.

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SCHOOL OF BUSINESS
OFFICE OF THE DEAN

The Howard University HUSB Model For The Retention of Students

PRESENTER: Carol D. Henley

ABSTRACT:

Howard University, with a student population of approximately 11,000, ranks among America's best universities. However, while the University is succeeding in meeting national standards of excellence in teaching and research, its drop out rate indicates that it is not succeeding in meeting the total needs of a portion of its diverse student population -- a population that is composed of students of varying nationalities, socio-economic backgrounds, and levels of academic preparedness.

The success of student retention nation-wide is imperative. The University community must demonstrate caring and positive attitudes towards the students that it serves. This behavior orientation must embody an institutionalized comprehensive commitment of human and financial resources towards the academic success of students. A successful retention program at Howard would certainly be of national significance and would reflect significant revenue gains for the University.

In response to its retention problem, the Howard University School of Business (HUSB) has begun to implement a new retention model. The HUSB Retention Model is a comprehensive seven-component program for the retention of students. It focuses on students from the moment they are accepted to the University through their senior year. The foundation of the HUSB Model is its instructional component (2-semester Orientation Course) and its Management Team Leadership Program. All other components (Pre-Freshman Program, Motivational Incentive Program, Pre-Studies Program, Housing Component, and Parent Component) are integrally connected to and dependent upon these two.

The Model addresses all the major factors that impede success, as indicated by the research:

o lack of motivation and/or the right attitude for success

- lack of community
- academic underpreparedness
- unreal expectations
- lack of parental involvement
- financial aid problems
- lack of information concerning the University.

Built-in checks and balances are key to the success of the HUSB Model. The team projects assigned in the Orientation Course make it mandatory for students to work with their teams. The sophomore team leaders serve as a guide, mentor, and motivator for the students on their teams. The Motivational Incentive Program assist the team leaders in motivating their team members by fostering positive competition between teams. The housing program allows for team members to work together in the dorms and for the team leaders to observe their counselees in all of their major campus environments which provides an early warning system of student dysfunction.

The HUSB Model helps build a sense of community through the team activities and the involvement of the team leaders with the members of their teams. It improves academic performance through the course preparation provided by the Pre-Freshman and Pre-Studies programs, and the team competitions. The number of students with financial problems is decreased due to the financial aid counseling given in the Orientation Course and by the team leaders, who have been trained to be peer financial aid counselors, as well as the stipends/awards given to team leaders and outstanding team members.

The proposed presentation will describe the HUSB Model in its entirety and discuss how the model can be implemented by reallocating existing resources and adapting the Orientation Course and team projects to an individual school's student body.

ITHACA

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Discipline-based First Year Seminars for Liberal Arts Students

Deborah J. Durnam
Hadley Smith

The School of Humanities and Sciences at Ithaca College has been funded for two years by the Pew Charitable Trusts to develop and support a first year seminar program for incoming liberal arts students. These four credit discipline-based courses, which began as a pilot program in the fall of 1992, combine rigorous study of an academic topic with transition-to-college elements. Seminar faculty act as the academic advisor for seminar students majoring in their departmental discipline as well as for exploratory students who comprise over 50% of the new first year class. Course objectives focus on:

- creating a supportive, small group experience in the first year which fosters intensive peer and faculty/student interaction.

- encouraging students to see themselves as active participants in the learning process through an emphasis in the seminars on writing and other communication skills, critical thinking, and collaborative learning.

- working toward a deeper understanding of and tolerance for perspectives outside students' own experience.

- integrating academic/co-curricular activities to provide first year students with a coherent and broad introduction to the college experience.

Seminar themes have ranged across a wide spectrum of academic disciplines. A representative sample from the twenty courses offered this past fall semester would include: an art history seminar ("The Prison of Images") which examined how images manipulate and persuade audiences; a sociology seminar called "AIDS and Community; a psychology seminar which explored critical developmental issues of adolescence ("Adolescence: Change and Challenge"); and additional courses in history, English, computer science, math, and writing. In each case, instructors were asked to integrate 3 credits of disciplinary subject matter with one credit of transition-to-college material to create as coherent and seamless a 4 credit course as possible. In order to facilitate this integration, instructors were allowed to select transition-to-college issues from three broad categories:

1. **Personal responsibility:** values and goals; study skills; time and stress management; planning for a major/career; learning styles; peer pressure/friendship/dating; and health (sleep/substance abuse/sex).

2. **Academic responsibility:** academic honesty/freedom; the question of what it means to be "educated"; value of the liberal arts; the purpose/value of grades; familiarity with support service on campus; extracurricular/intellectual/cultural opportunities at Ithaca College.

3. Social responsibility: diversity/social conflict in the academic community; gender/race/ethnicity/class; town/gown issues; and a wider perspective on relationship and health issues.

The grant from Pew supports significant faculty development related to the seminar program. Instructors are required to attend four two-hour workshops in the spring semester as well as six full day workshops in the summer. This past year, faculty development workshops dealt with substance abuse, diversity awareness, student demographics, use of student journals, and student affairs support services. Outside consultants were brought in to give extensive presentations on critical thinking skills and collaborative learning. Faculty new to the seminar program were also expected to work with an experienced seminar instructor in teams of eight throughout the summer and fall semester on syllabus and course development. Exchange of ideas, concerns, and pedagogical techniques among faculty peers in team meetings proved to be valuable, particularly as the teams were purposely set up to include faculty from diverse disciplines.

Assessment of the effectiveness of the seminars has been an on-going process throughout the semester. In addition to departmental teaching evaluations and standardized longitudinal assessment instruments administered through Ithaca College's Institutional Research Office in conjunction with the National Center of Teaching, Learning, and Assessment, the seminar steering committee has implemented individual teaching portfolios. Over the course of the fall semester, seminar instructors compiled portfolios which include: a goal statement; an annotated syllabus; teaching materials which have been particularly relevant to seminar goals as well as an analysis of the success of those materials; student responses to the seminar---(one minute paper assignments, for example); faculty journal entries every other week in which instructors informally discuss the many aspects related to the progress of their course; and a final end-of-the-semester seminar evaluation. Information from these portfolios is being reviewed by the seminar steering committee for the purpose of reporting to Pew on the success of the seminar program. Portfolio materials will also help us maintain the high quality of the program; disseminate particularly successful teaching strategies among seminar faculty in the future; and expand the program in the fall of 1994 to provide a space for every one of the 600 or so new first year students in the School of Humanities and Sciences.

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School of Business

RETAINING FIRST-YEAR BUSINESS MAJORS: The Positive Effects of a First-Year Seminar

Donald E. Lifton, Ph.D
Associate Profesor of Managment

First-year student interest in business majors has declined from its peak of 27% of the population in 1987 to current levels below 16%. The "First-Year Seminar in Management" at Ithaca College is a creative response to the concerns about retaining those fewer undergraduates who do enroll in business programs. It combines traditional elements of the college survival skills instruction typically found nationwide in University 101 offerings with discipline based substantive study in Management.

The one credit Seminar is targeted specifically at Management majors and their needs. It merges the pedagogic theory aimed at supporting newcomers to campus with focused, substantive material that is discipline based. Class size is kept small by dividing the students among six M-W-F time slots.

Course Description

The Seminar is meant to set a welcoming high tone about what behaviors the Management faculty expect to see in students during their upperclass years. The course requires demanding reading, regular written submissions and active classroom participation grounded in advanced preparation, all done in a way that imbues the students with a sense of excitement about their choice of Management as their major

Organizational decision theory forms the substantive basis of the Seminar. The students read a very demanding classic, Allison's "Essence of Decision," a book typically encountered in doctoral programs. Allison offers three models for organization decision making relating each to the Cuban missile crisis, thus injecting the liberal arts -- in this case, history -- into the Management course. The students develop critical thinking skills by applying Allison's three models to the Cuban Missile Crisis "facts" and come to their own views of the appropriateness of each approach.

Harvard's Dr. Richard Light discussed the positive correlation between student extra-curricular involvement in clubs and satisfaction with college at a 1991 Freshman Year Experience conference. One written paper assignment in the Seminar requires students to observe a student organization of their choice throughout the semester and apply the Allison models discussed in class to their club. While some students chose to "shadow" their chosen club, most in fact, join.

To create a sense of belonging to an exciting major, the instructor thematically takes the opportunity to link Seminar discussions to future Management coursework. Registrants in each section of the Seminar are also registered as a group in a specific section of required macroeconomics increasing their sense of camaraderie. Thus, first-year Management majors see their colleagues often every week. Anecdotal feedback from the first-year students suggest this two course linkage helps their transition. In one instance, an entire Fall term group of Seminar/Macro students preregistered for the same Spring microeconomics section to keep the contacts going.

Data collected by the Office of Institutional Research indicates in Table I (to be distributed at conference) that the percentage of Management majors retained through their third semester had dramatically declined. While 85.% of those first-year Management students who arrived in Fall '88 were retained through their third semester, by Fall '90, the same statistic for the arriving cohort had plummeted to 67%. The dramatic recovery of Management major retention in the arriving Fall '91 cohort to 82% of those retained through their third sememster coincided with the introduction of the First-Year Seminar in Management into the curriculum.

Student feedback gave enthusiastic support for the instructor and his course's ability to introduce students to their major and help them cope with the transition to college life. Table II (to be distributed at the conference) shows the favorable comparison of the anonymous end-of-semester student ratings on a four-point scale of the Seminar's "overall course effectiveness" to all Business courses offered in the Fall '91 and Fall '92. Students give the course a remarkably high rating.

Summary and Conclusions

The benefits of adopting this approach can be significant:

1) Students are immediately exposed to an academic subject in their Management major;
2) Students immediately get to know a Management faculty member who in turn knows all of them by name and hears their concerns;
3) Students immediately get to meet some of their Management cohorts;
4) Student acquaintanceships are reinforced by seeing each other again every week in their macroeconomics sections;
5) The third paper assignment engages students in an extracurricular aspect of the campus by requiring them to observe/join a student club and apply the discussed organizational decision making theories to its operations; and
6) Class discussions constantly offer opportunities to link the topics to future Management coursework.

Beyond the successful instruction of interesting, substantive material and the gain in institutional tuition reveunes through increased retention, the Seminar's most important and innovative contribution may be that it helps motivate particularly at-risk students to continue towards graduation when, ordinarily, they might prematurely end their college careers. In this sense, the Seminar has the potential to have a profound effect on certain students' future lives.

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THE FACULTY-BASED ADULT RE-ENTRY CENTER

Carol A. Mosher
Barbara J. Taylor

For the past 15 years Jefferson Community College, a large, urban, inner-city campus located in Louisville, Kentucky, has operated a rather unique and highly successful adult re-entry center. This center is staffed not by student services or admissions personnel, but rather by teaching faculty who receive either reduced teaching loads or volunteer as pre-admissions advisors. The purpose of this presentation will be to describe the structure, functions, and activities of this center. It will focus on both our pre-admissions interviews with prospective returning adults, most of whom are potential freshmen with little or no previous exposure to college, and on our numerous community outreach projects.

Jefferson Community College's Adult Re-Entry Services (JCC-CARES) has been in operation since 1977. During the past three years we have served an average of 600 clients a year and many others have their first contact with college and college faculty through numerous off-campus programs.

We feel our center is somewhat unique, not only in its community involvement, but in its use of teaching faculty as pre-admissions advisors. We have found that many of our clients are extremely apprehensive about returning to school and especially fear classroom expectations and their own ability to succeed. Many have stereotyped images of professors as all-knowing, distant, inaccessible, and often threatening individuals. We have found that having the potential student meet with an actual professor on a one-to-one basis in an informal and non-threatening atmosphere provides encouragement and helps dispell these stereotypes. Likewise, teaching faculty are often more knowledgeable about actual course structure, requirements, majors and careers than non-teaching staff. When feasible, advisors often invite interested clients to actually visit their classes to experience an actual class and meet with the numerous re-entry adults already enrolled.

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"Jefferson Community College provides equal educational and employment opportunities"

During a typical pre-admissions interview in our center the potential student is encouraged to discuss his or her interests and goals as well as any problems or barriers such as job and family obligations, financial considerations, or fear of failure which might prevent their entry into college. The admissions process is explained and, when necessary, referrals to financial aid specialists or counselors are made.

CARES is also involved in numerous community outreach projects which also involve teaching faculty. College fairs, which feature representatives from local colleges and universities, are popular. Many are conducted on-site in business and industry while others are open to the general public in various locations around the community. Continuing Education courses such as "College Can Be For You" are usually held on campus and are designed for specialized groups or for the general public. In addition to sessions on financial aid, study skills, time management, and career exploration, these courses also include campus tours and class visitations to better provide a picture of campus life.

There are additional services for the re-entry adult once he or she enrolls. "Brown Bag Lunches" offer a chance for re-entry adults to meet and interact on an informal basis. Here "seasoned veterans" (often second or third semester students) offer encouragement and suggestions to new freshmen. Friendships and "study partners" are often formed which help foster a sense of belonging and integration into campus life. Many of our clients have reported they would not have re-entered and/or not have continued without benefit of our services. Again, faculty participate in these informal get-togethers.

Faculty too have benefitted from serving on our staff. Many welcome the chance for informal interaction with clients. Many instructors have become sensitized to the needs of the re-entry adult as well as learning of the contributions these students can offer as a result of their life-experiences. Many have restructured their courses to meet the needs of this ever-growing student population.

This program will describe these activities in depth and offer a model for other campuses interested in devising a faculty-based adult re-entry program. It will discuss our successes and failures over the past fifteen years and offer concrete suggestions for faculty and administrators interested in becoming more involved with the adult student and the process of integrating the freshman re-entry adult into the many facets of campus life.

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Collaborative Learning in a Freshman Seminar Class

Nancy S. King, Ph.D.
Associate Dean for Student Affairs and Director of the CAPS Center

College freshmen today, particularly those in a commuter college, come from a variety of academic backgrounds. Some are well beyond the traditional age; some are non-native speakers; some are high school graduates who have only recently decided on a college career. Often these students feel they are different from other college students--less prepared academically, less able to think, less likely to succeed. The freshman orientation course described in this presentation addresses the problem of "differentness" by using collaborative learning.

The course itself is based upon the premise that these students can benefit greatly from exposure to reading assignments, lecture styles, and test formats from the various disciplines. Thus visiting professors from a variety of disciplines in the core curriculum are invited to give guest lectures to the class. In preparation for these lectures, the students are required to think through a reading assignment that is given prior to the lecture both individually and in groups. Specifically, they are given study guides for individual use with questions which require both literal understanding and subjective conclusions. They are then placed in groups with another study guide which directs discussion. After explicit instructions about the purpose of group discussion and the responsibilities of each group member, they formulate their answers collectively. Following the guest lecture, they once again convene in their groups to discuss insights they gained from hearing the lecture and to discuss any changes they wish to make in their answers to the study questions after hearing the lecture.

This exercise in collaborative learning has several benefits. It intermingles varying levels of ability; some students teach while others learn. It reveals different experiences and often different cultures and value systems. As a result, the students' perspective is broadened. The experience not only improves the specific skills needed for college success, such as reading, listening, and critical thinking, but it forms a bond among students. They begin to see that they have allies in the different world called college. In short, the collaborative learning experience shows students the strength in their own diversity.

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Massasoit Community College

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MASSASOIT COMMUNITY COLLEGE'S FRESHMAN SEMINAR: BUILDING COMMUNITY THROUGH ASSESSMENT IN THE DESIGN AND DEVELOPMENT OF A FRESHMAN SEMINAR COURSE

Elaine Stewart, Director of Advisement & Counseling Center
Christine Dyment, Freshman Seminar Coordinator
Lynda Thompson, Business Professor/Freshman Seminar Instructor

The Program:

Two years ago, a staff and faculty advisory committee, which was organized through the Advisement and Counseling Center at Massasoit Community College, designed a Freshman Seminar Program geared toward orienting new students to the campus, motivating them both academically and vocationally, and creating student to student, as well as, instructor to student contact. The one-credit course addresses topics such as orientation to campus resources, study skills, career planning, stress and time management, as well as, an explanation of college policies and procedures. Highly favorable student outcome results were captured in both formal assessments and in the mood of the student and instructor seminar participants. Just as important were the connections forged across the campus in the design and on-going development of the course.

Using Assessment:

This workshop will involve a short overview of the content of Massasoit's Freshman Seminar Program. However, emphasis will be placed on the variety of instructor and student assessment methods utilized to initially draw together campus thoughts and feelings in designing the course, and the on-going assessments used to build a sense of community among students, staff, and faculty while evaluating each semester's student outcomes, course content and teaching methods.

Pre and Post Assessment:

Accrediting agencies, educational specialists, as well as the general public, have begun to examine the importance of assessment in determining the attainment of educational objectives. Massasoit has focused on the importance of setting appropriate and "assessable" course objectives. Discussion will include the value of a formal pre and post assessment as a research tool in evaluating student gains. For example, Massasoit's research reports show statistically significant improvements for Freshman Seminar participants when compared with non-participant groups in areas of:

1. career maturity
2. knowledge and location of campus resources
3. utilization of campus resources

Classroom Assessments:

Students are given many tools in class to assess themselves, their interests, abilities, values, and study habits. These assessment tools include formal career inventories, discussional exercises, and journal-writing. In addition, students are given quizzes to assess their own progress, and a "reaction sheet" to evaluate the course itself. Also, students who have withdrawn from the course or have stopped coming are contacted and given a survey to complete regarding the course and their reasons for non-completion. Examples of these assessments will be shared and discussed.

Instructor Assessments:

Each section of the course is co-taught by one faculty member and one staff member. The instructors' "Peer Review Sheet" and ensuing discussions provide lively discourse, as each team explores the positives and negatives of its co-teaching experience. The semester end brings a series of instructor evaluation meetings during which open discussions are held regarding any teaching or content changes that are necessary before the next semester. These experiences have been instrumental in bringing together staff and faculty as equals in discussions regarding teaching effectiveness, course content, student needs, and the ability to learn from each other.

Workshop Participants:

Attendees will be given a packet containing a course syllabus and several of the assessments used in building and continuing to build Massasoit's Freshman Seminar. Discussion will be encouraged.

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Racism, Sexism, and Heterosexism Affects All Students

Edward LeMay, Co-Chair, Gay Straight Alliance, Massasoit Community College

David LaFontaine, Chair, The Governor's Commission on Gay and Lesbian Youth

Ken Annia, Professor of English, Massasoit Community College

Alice Lovet, Professor of Sociology, Massasoit Community College

> "No person can put a chain about the ankle of another without at last finding the other end fastened about his or her own neck." .....Frederick Douglass, slave abolitionist, 1883

The purpose of this workshop is to present some of the problems that face minority students and to make some key recommendations that colleges and universities could follow to improve student life on campus. The problems of the minority also enslave the majority. We will show how discrimination causes students to live and study in an environment of hate which affects the majority of students as much as it does each intersecting minority goup.

Most of the topics we cover will apply to all minority groups on campus, we will focus on the Gay, Lesbian and Bisexual students and their relationship to the straight students on campus. Each participant at the workshop will receive a copy of the Report and Recommendations of the Governor's Commission on Gay and Lesbian Students, Boston, Massachusetts, July, 1993. This report is the product of a first in the nation committee established by Massachusetts Governor, William Weld in 1992

We will discuss some of the following problems which affect most minority groups. The epidemic of suicide among young gay and lesbian students, violence and harassment directed against gay and lesbian students on campus, rejection by family members, alcohol and substance abuse, isolation, invisibility, and poor self-esteem of gay and lesbian students and the resulting inflated self esteem of heterosexual students.

We will consider internalized self hate or fear. As an example, among gays and lesbians, suicide is the leading cause of death among gay and lesbian youth ages 15 to 24.

> ..Between 1950 and 1980, there was a 170% increase in suicides of people between the ages of 15 and 24. Currently 500,000 of these young people attempt suicide annually.

...Gay youth are two to three times more likely to attempt suicide than their heterosexual peers.

..Currently 30% of actual suicides are by gay youth who make up approximately 10% of the population.

The pattern of harassment and violence directed against gay and lesbian students and those students who are perceived as gay or lesbians on campus will be discussed. The National Gay and Lesbian Task Force documented 7,248 incidents of anti-gay/les/bi/trans harassment and violence in one year. 19% of these incidents occurred on college campuses. Similar patterns of violence can be inferred for other minority groups.

Next the workshop will consider key recommendations of the report published by the commission established by Governor Weld of Massachusetts. Please read the following and translate to other minority groups. By treating all minorities as equals, student life can only be improved. The commission recommends that colleges and universities should:

1. Enact policies of nondiscrimination on the basis of sexual orientation in matters of hiring, tenure, promotion, admissions, and financial aid.
2. Establish policies and procedures for dealing with homophobic violence and harassment.
3. Conduct homophobia workshops for the entire campus community to sensitize and educate staff, faculty, and administrators.
4. Provide official recognition, support, and funding of campus gay, lesbian, bisexual, and transgender student organizations.
5. Integrate issues relating to gays, lesbians, bisexuals, and transgender people into existing courses across the curriculum.
6. Establish courses dealing specifically with gay issues in the humanities, natural sciences, education, social sciences and other disciplines.

We will talk about the process we are initiating at Massasoit Community College to implement the recommendations from the governor's commission. This involved establishing a Gay/Straight Alliance to provide support and advocacy for gay and lesbian students, faculty, administrators and staff. The alliance continues to work for policy changes, to facilitate instruction which involves gay and lesbian issues, and to provide monthly panels, movies and events involving gay and lesbian issues. And finally our attempts to include the entire community and our liaisons with other groups on campus.

The workshop proposes that reducing hate and the resulting violence on our campuses can be accomplished by establishing educational programs about gay and lesbian issues, women's issues, men's issues, and minority issues for the entire college community.

Statistics used in this abstract were culled from the "Report and Recommendations of the Governor's Commission on Gay and Lesbian Students, Boston, Massachusetts, July, 1993" written by the Massachusetts Governor's Commission on Gay and Lesbian Youth, and the "Report of the Secretary's Task Force on Youth Suicide" (Gibson, U.S. Department of Health and Human Services, 1989)

Memorial
University of Newfoundland

Division of General Studies
School of General and Continuing Studies

What a Difference a Year Makes!

Dr. Michael Collins
Director

Mrs. Virginia Barrett
Co-ordinator - High School Liaison

For a number of years, Memorial University had carried out an interview with prospective students in their local community. This interview, conducted by either faculty or academic advising staff, took place four months before students actually stepped inside the institution.

In early September, the students were interviewed again to determine if their recommended courses were still appropriate for the program indicated in May or if the course selection needed to change because the student now was looking at a different degree program than the one indicated in May. All of this was done in an effort to ensure the best possible academic advice for the brand new student.

But where did the student stand one year later? Our study used a 25 per cent sample of the incoming cohort of high school graduates who entered university in September of 1992 and examined their choice of a degree program at each stage of the academic advising process.

The findings indicated that during high school interviews (May)

68% - a definite degree choice
16% - several degree program options
16% - totally undecided

In re-interview (September) upon arrival at university

76% - definite degree program choice
13% - several degree program options
10% - totally undecided

Based on these preliminary findings, it seemed that the majority of students had decided on a definite degree program. An institution could structure its academic program to reflect these choices. However, in examining students records one year later, we discovered only 25 per cent of students had entered into a degree program. What has happened to the rest of the students??? This presentation will attempt to shed some light on this question.

.../2

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COLLABORATIVE LEARNING THROUGH CASE STUDIES FOR THE FRESHMAN YEAR EXPERIENCE COURSE

Susan Magun Simons
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Pat Murphy Stevens
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At Memphis State University, a comprehensive, urban, state-supported institution, collaborative learning activities are being incorporated in a variety of courses throughout the university. Collaborative learning historically has been under-utilized in the humanities, arts, business, education and engineering disciplines. Current research supports the sentiment that students learn better through non-competitive collaborative group work than in classrooms that are highly individualized and competitive. In an effort to involve students in the educational process in the Introduction to the University* course, ACAD 1100, collaborative learning experiences have been emphasized in the curriculum.

This presentation is designed to investigate the possibilities of utilizing case studies as a collaborative learning experience throughout the freshman year experience course. Case studies based on realistic situations appropriate to the first year college student provide a vehicle for involving students in critical thinking, problem solving, and decision making. The purpose of this interactive workshop is to provide participants with a better understanding of the unique nature of collaborative learning through the development of a variety of case studies.

This presentation will be relevant for any institution regardless of geographical location, size, type or mission. Utilizing collaborative learning activities such as case studies will help students gain insight to personal problems, consider alternative solutions and experience points of view which may differ from their own. Skills such as writing, listening, speaking as well as reasoning will be enhanced

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through the activities included in the presentation. In an increasingly collaborative world that requires greater flexibility and adaptability than ever before, the freshman year experience course should provide students the opportunity to collaborate with others and, therefore, provide the basis for what will be a successful learning experience.

* At Memphis State University the first year experience course is entitled Introduction to the University.

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Five Years of Mentoring: What Have We Learned?

Gretchen F. Akbay
Director
MSOE Mentor Program

Joseph P. Meloy
Director
MSOE Counseling Services

In 1989, six faculty members were selected for a pilot mentoring program at the Milwaukee School of Engineering, a small, private, midwestern engineering and business college. One hundred engineering students were also chosen to participate. The program was established in an effort to help ease the transition into college life for our students and to help them develop a working network of faculty, staff, and students to help them succeed in college.

In 1993, seventy-five faculty and staff members and ninety-nine upperclassmen have volunteered to be mentors for nearly five hundred new students. This session will look at the last five years in the MSOE Mentor Program and examine what has and has not worked for our students and their mentors.

The mentors are selected in the spring for the following academic year by application and personal interview. All mentors are required to attend a mentor workshop during the summer as well as attend several campus activities during the school year. The program is now voluntary as opposed to the previously compensated program. Mentors are both faculty and staff members, who work with five new students not twenty as in the past. The addition of the Peer Mentor Program in 1992 allows the mentor to work with a returning MSOE student in their mentoring efforts.

Since early interaction is vital for community building and college retention, it is important that the mentors concentrate much of their efforts early in the fall quarter. The MSOE mentors and peer mentors meet with their new students for various school activities in the fall, as well as required one-on-one meetings. The activities for the remainder of the year may vary depending on individual mentors.

The Peer Mentor Program is now in it's second year at MSOE. This program was established to introduce our new students to someone in their own generation who can help with issues out of the realm of the faculty/staff mentor. While this is also a voluntary program, students are required to make formal application and

supply references for acceptance into the program. Once accepted, students must attend a workshop in the fall and various school functions throughout the year.

To aid in evaluating the mentoring efforts at MSOE, students involved in the program are asked to complete surveys in the fall and spring quarter. This helps us to continually improve our mentor program as well as help spark interest in the peer mentor program for the following academic year.

In developing the MSOE Mentor Program over the past five years, several issues have surfaced as being important to the success of the program. The administration must be behind the mentor program, both verbally and financially, to insure it's success. One person needs to supervise the mentoring efforts or champion the program for the college. While the program is voluntary, the program participants must be carefully selected and trained. Their efforts are rewarded at various times throughout the year and at the end of the year with the Mentor of the Year Award.

Finally, the MSOE Mentor program has been successful due to the efforts of each individual person associated with the program: the mentors, the peer mentors, the support staff, and the administration. These combined efforts work together to help our new students establish a working network at MSOE and to help them make a smooth transition into college life.

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Diversity Incorporated: A Preliminary Experiment in Integrating a Cultural Diversity Course and a Freshman Seminar Into an Existing University Core Curriculum Course

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It began with a cartoon in the student newspaper--a cartoon which, how ever misguidedly, was actually intended to point out the ignorance and foolishness of racism. This particular vehicle, however, was widely considered to be racially insensitive--and not without good reason. Uproar and apologies followed swiftly, even predictably. What was obvious to all was that our problems ran far deeper than an ill chosen political cartoon. Like so many colleges and universities, we suffered from widespread and complex racial tensions not immediately evident on the pleasant surface of our day to day campus routine.

Mississippi State University has not always had a proud history when it comes to race relations. In 1963, an entire basketball team had to be smuggled out of the state while eluding an injunction prohibiting its participation in an NCAA basketball tournament in which the *other* team would be integrated. Integration did not come to Mississippi State until 1965. Just one generation ago, many of our students' parents were unwelcome here.

That was then; this is now. Mississippi State is a modern, comprehensive university and one of the top 100 research institutions nationwide. Students and faculty reflect cultural, gender, and geographic diversity, and each year we graduate more African-American students than many well known traditionally African-American institutions. It is in no way surprising that when the current problems surfaced, there was a widespread determination to come up with a multifaceted plan of action. A blue ribbon committee proposed, among many things, a required one semester hour course in cultural diversity, and urged intensified coverage of cultural diversity issues throughout the curriculum.

We are developing a 1-hour diversity course, but progress has been relatively glacial. Also, at the FYE '93 conference, plenary speaker Dr. M. Lee Upcraft of Pennsylvania State University noted that required diversity courses may evoke negative reactions from students, despite our best intentions. The goal of the present experiment was to test the feasibility of putting one hour's worth of cultural diversity material into an existing core curriculum course to which that material would be logically relevant.

The course was a 3-hour course in General Psychology, taught using the methods and philosophy of the traditional freshman seminar. Several years of experiments had already shown that the marriage of a freshman seminar and a core course could indeed be a happy

one; the question was, could we explicitly incorporate diversity issues in an effective manner without compromising the other goals of the course? Could we, in effect, make a "triple play": a freshman seminar, a core content course, and a diversity course all in one?

The course was team taught by an experienced psychology and freshman seminar professor, and the director of our cultural diversity center on campus. Each week, the professor handled the Monday class; the professor led and the diversity director attended the Wednesday class; and the diversity director led and the professor attended the Friday class. All class members were freshman psychology majors, put in their own, small (30 student; regular sections of General Psychology have over 300) class.

All goals of the psychology component of the course were met; through increased reading and independent study, plus weekly tests and writing, the students had demonstrably *more* psychology content than did those in the regular sections of the course. The one hour a week devoted to diversity issues was, of course, the same as would occur in a separate course. These students, however, knew each other very well through frequent contact in a discussion oriented class, and could immediately relate diversity material to another set of core curriculum concepts.

Student response to the course was quite positive, and the efforts of both teachers were highly regarded. When directly asked, students clearly preferred integrating one hour's worth of diversity content into an existing course, as opposed to having a separate course on diversity issues alone, although it must be remembered that they had direct experience with the former, whereas the latter was hypothetical. Constructive criticisms and meaningful suggestions for improvement were given. The teachers were pleased with the experiment, too, although naturally we have a list of things we would change in the future.

One of the more interesting aspects of our efforts was seeking to identify the "barrier issues" that must be satisfactorily answered in order to improve understanding between European-American and African-American students. Certain questions come up again and again, and we are trying to identify them statistically and formulate the most plausible and effective answers. This work is in progress, but partial results will be shared.

Course methods, detailed student evaluations, pros and cons as we see them, and suggestions for anyone trying something like this experiment will be discussed. An important question for the future is, can a regular professor, after working with a trained diversity expert for a semester, operate effectively without such a person in the classroom, but merely available for consultation? Will what worked well for the group of psychology majors work equally well for a general group of freshmen? Tune in next year for more answers, but on the basis of our preliminary experiment, we are optimistic that this could be a very useful (though by no means exclusive) approach.

* * *

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Introducing and Using Psychological Type and the Myers-Briggs Type Indicator with Students, Faculty, and Staff

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The Myers-Briggs Type Indicator (MBTI) is now the most widely used personality test for normal individuals; by conservative estimate, there are well over two and a half million administrations each year. As a measure of psychological type, the MBTI gives clear, easily understood results which are non-pejorative in nature and which have useful implications for a great many aspects of academic and personal life; perhaps for this reason, its use in colleges and universities is increasingly widespread. When advantageously presented, psychological type is a very popular and useful topic for University 101 courses--and many others, as well. The brief workshop abstracted here introduces participants to the MBTI, describing and modeling some of the most effective ways of presenting psychological type to classes and individuals, and detailing various applications of psychological type with college students.

The following are included in the presentation:

History and purpose of the MBTI. This test was developed over several decades by a unique and indomitable woman of authentic genius--a woman who had no formal training in psychology, who worked during a time when even women with impeccable credentials had difficulty being taken seriously. Her vision, however, prevailed and endured.

Understanding and teaching the four MBTI scales. There are many ways to present and demonstrate the basic preferences which combine to form psychological types. Our favorite methods are modeled here.

Specific uses of the MBTI in University 101 and other courses. Besides being an interesting topic in its own right, psychological type has a number of uses in University 101 courses and in faculty training. These are specifically described.

Psychological type and relationships. This is a lively application of psychological type, and an very useful one, since most couples are "mismatched" on one or more dimensions of the MBTI.

Psychological type and teaching/learning styles. Most of our courses are set up to favor a particular combination of type preferences which is in reality one of the least common among our students. Ways of teaching which take *all* types into account are described, as are ways in which students can recognize and adjust to their teachers' types.

Using the MBTI in major/career search. There is a wealth of data which can be used in guiding students in these critical decisions. This is an area of frequent *mis*application of psychological type, and methods based on sound research and ethics are emphasized.

Communicating and problem-solving with different types. Because their psychological attitudes and functions are so different, communication and problem-solving styles of different types show major variability. Specific strategies for communicating most effectively with different types and utilizing the problem-solving abilities of each are suggested.

Research in psychological type. There have been over 1800 studies involving the MBTI in such fields as psychology, education, business/management/organizational development, communication, counseling, and religion. Selected "research tidbits" of particular interest are briefly touched on.

Resources. Available resources in the area of psychological type and the MBTI now number in the hundreds. A compilation of some of the most useful of these for persons with different areas of interest and/or levels of knowledge is made available.

* * *

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Sex, Lives, and Freshmen: Preliminary Research on Sex Education and Sexual Practices at Mississippi State University

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Distressing and dangerous episodes of student ignorance and misjudgment in sexual matters among participants in freshman seminar courses led to a determination to incorporate critical sex education topics into our standard course materials. Experiments in this vein over the last two years have been promising.

The first vehicle was a trio of small introductory psychology courses that are part of our core curriculum, but taught in a manner incorporating many of the methods and outcomes of the traditional freshman seminar. Three chapters (a little over 150 pages) from the book *Sexuality Today*, by Gary F. Kelly, were assigned, covering in detail the topics of birth control, STDs, and the AIDS crisis, and there was also a certain amount of classroom time devoted to presentation and discussion of relevant issues. Student response was clearly favorable, and to the extent deducible from questionnaire responses, certain goals of the coverage seem to have been facilitated.

The second year of the experiment saw the above coverage repeated in two more seminars, and extended to two large (ca. 300 student) sections of General Psychology classes. Coverage in the large classes was supplemented by a Student Affairs health education professional. Student response was again favorable. In all courses, substitute assignments were offered for any students not wishing to deal with explicit sexual topics, but this option was almost never taken. With such large numbers of students involved, we were braced for parental dismay; it came, but in much less quantity than we feared, and it turned out to be easily handled by emphasizing certain points in our responses.

Using volunteer subjects from the large psychology classes, composed mainly of freshmen, 225 students were assembled in small groups and surveyed in detail concerning frequency of intercourse, number and gender of partners, use of protection, knowledge of partner's prior sexual history and/or high risk behaviors, and use of alcohol. Questions were detailed and specific.

European-American students were found to consume alcohol more frequently and in greater quantity than African-American students. When it came to communication between sex partners, results indicated that women, even though sexually active, left it to their male partners to supply condoms. Women were more likely than men, however, to ask their sex partners if they had used protection during past sexual relations with others,

if they had any sexually transmitted diseases, and if they or their former partners used drugs.

Larger scale studies are planned. Once more and better data are obtained, an innovative use of these data modeled after a successful alcohol education/intervention program on this campus may hold promise in helping freshmen and others deal appropriately with sexual decisions and behaviors.

* * *

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Things That *Will* Work
--In Freshman Seminar Courses and Beyond

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For the past five years there have been experiments at Mississippi State University exploring the feasibility of incorporating the essential elements of the traditional freshman seminar course into special freshman sections of existing core courses. Results have been promising and compare favorably in some ways to experimental University 101-style courses established previously on our campus. Efforts to extend key elements of these courses into the teaching of upper level offerings have also been gratifying.

The presentation describes the use of several psychology courses, some for freshman majors, some for freshman honors students from diverse majors, some for other groups, and some for upper level students either meeting a requirement or exercising an elective. The focus of the presentation is not on methods of teaching psychology, but on identifying "exportable" elements of successful freshman seminars, which can be incorporated into a variety of core courses traditionally available to freshmen, as well as incorporated into elective courses available to more advanced undergraduates.

In our experience, the following are among the necessary or highly desirable elements that can be employed in a freshman seminar built around a core academic course:

Enthusiastic, caring teachers. Excellent teachers who *want* to teach a course like this provide the excitement that fuels it. Suggestions for recruiting, training, and using such teachers are made.

Relatively small, informal, discussion oriented classes. Setting aside the lecture notes may be a challenge to some faculty, but the results are worth the effort, and student response to switching to a largely discussion class format is very positive. Useful methods for establishing appropriate discussion are shared, along with what we have found to be the optimum mix of discussion, lecture, and other formats.

Outside readings. These are necessary to ensure content coverage and prepare students for discussions, but students are remarkably willing to take on such assignments in order to have discussion oriented classes. General characteristics of such readings are suggested.

Frequent feedback. For freshmen particularly, a month or two can be an eternity when it comes to academic development. Frequent feedback is necessary to shape and reinforce effective student strategies. Systems we have found useful are described.

Frequent writing. Even highly talented students are likely to need extensive practice in writing, especially to master and use good grammar. Some simple, effective methods that can be used by faculty outside of English departments are shared.

Demanding but enjoyable content. Students need to be challenged to produce significant learning and develop serious study skills. There is no need for freshman seminars to require less work than other courses, and in fact there are many reasons why such courses should require just as much work or more. If the content is made exciting, student response to the course is still highly positive, and students learn to take pride in their achievements. Methods of accomplishing this are suggested.

Creative assignments. A number of specific assignments are sampled and shared, ones which we have found to be virtually "sure fire" in terms of value and student response. Most of these can be used in a variety of courses.

Journaling. Having students keep journals of one sort or another provides writing practice, gives students a place to deal with issues related to the class and to their own lives, and alerts professors to developing situations where intervention of an academic or personal sort may be needed. Journaling is an extremely powerful tool, and specific options for structuring it are shared.

Creating awareness of, and successful referral to, various services and agencies on campus that can help students. Specific methods which can be applied to any course are suggested.

An emphasis on personal, present day, real world applications of course principles, on critical and interdisciplinary thinking, and on cultural literacy. This covers a lot of ground, but certain techniques are usable in a wide range of courses, and these methods are specifically described.

Parent contact. While it is not a *necessary* element for the success of the course, we have found faculty-parent contact to be powerful and gratifying from a number of standpoints, and we have rapidly become "believers" in bringing freshman parents into the picture in appropriate ways. A detailed program for parent contact is shared.

The above elements can be readily applied to a broad range of freshman level courses, and many of them may be used to enhance upper level offerings, as well. Our experiences at Mississippi State with more traditional, University 101-style freshman seminars are briefly reviewed, and the basic parameters of a seminar of this type that we found to be ideal are shared. Relative pros and cons of traditional freshman seminars vs. those incorporated into existing core courses are discussed, based on our experience with both. The traditional freshman seminar can be immensely valuable; but when for reasons of economy, campus politics, etc. this may not be feasible, the use of existing core courses to accomplish many of the same goals can be an exciting and productive alternative, and it also suggests ways of extending valuable teaching techniques into upper level courses. Many times, what's good for freshmen is what's good for all.

* * *

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NCC 101
The College Experience

Connecting Freshmen to the Campus Community

Ruth L. Goldfarb, Professor, Communications, Nassau Community College

Richard Conway, Associate Professor, Student Personnel Services, Nassau Community College

Freshman seminars can play an important role in heightening students' awareness of diversity, academic freedom, the classroom "climate," the parameters of acceptable campus behavior, and a host of other issues integral to the fabric of campus life. At Nassau Community College, seminar instructors employ a variety of structured exercises--each aimed at engaging students in discussions of one or more of these topics.

While the exercises themselves take different forms (role plays, small group activities, debates, and so on), all call for students to make judgments, to defend their choices and decisions, and to consider the impact of their actions on their campus community. In one exercise, students are given a fictional list of thought-provoking but somewhat controversial speakers and asked to reach a consensus on whom they would invite to lecture on their campus. In another, freshmen are called upon to assume the role of student government representatives and to respond to several student complaints (some perhaps legitimate, some perhaps not) about faculty. In still another, students grapple with a difficult First Amendment issue involving a campus group whose actions are certainly controversial and--perhaps--inappropriate for a college community. And in yet another, students must develop strategies for negotiating some rather delicate academic and social situations.

This session will demonstrate some of these techniques and explain their goals and assumptions. It will also provide copies of exercises along with ideas and suggestions for their use in the seminar. Audience members should be prepared to participate (and enjoy themselves).

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Nassau Community College is sponsored by Nassau County under the program of the State University of New York.

NORTH ADAMS STATE COLLEGE

Who's Sitting in your Class?

Terry Miller
Sheila Barry

ABSTRACT

NORTH ADAMS STATE COLLEGE is a small, liberal arts, residential state college in the western most corner of Massachusetts. In recent years, the college has undergone a renaissance of mission under the leadership of President Thomas Aceto. Part of that rebirth is a new (for us) process for assessing appropriate composition course placements for incoming freshmen.

For the purposes of this proposal, suffice to say that the placement procedure went smoothly. There was, however, an unexpected bonus for faculty and support staff in the form of important information accessed from student placement essays. Of course, any use of this information protects students' anonymity and privacy.

Upon completion of the composition placement process, each of our readers was struck by the significance of the information revealed by students in their essays. This information can be classified as major and non-major adjustment issues, as academic and nonacademic issues and further broken down into any number of other subdivisions. However divided, the emerging picture of the student entering our college is, in some cases, surprising, in some expected, but in all cases, it supplies valuable information for those who will be working with these students both in and out of the classroom.

The prompt to which students responded in the composition placement essay was, "If you could change anything in your life, what would it be and why and how would it change the person you are today?" Students' answers shed light on who today's student is. Is s/he drug or alcohol dependent? What kind of family problems does s/he have? What world issues are in her/his hierarchy of priorities? Are suicide or suicide attempts major problems? What concern mentioned in the essay will perhaps most impact the students' college careers? What surprises are found in this material, if any? Is the student of Fall '93 who we think s/he is?

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The information gleaned from the composition placement essays will be presented in a composite case study format. That is to say, the students' stories will be told in both the aggregate and in the singular because the sum of the parts is sometimes greater (the same as or lesser) than the whole. While the whole depicts the complexity of issues that confront our students, the parts let us see the issues in terms of the individual, someone we may know and encourage through her/his college experience.

In addition, data will be presented on the theoretical benefits of the essay for composition class placement. Is this method as good as or better than the SAT's for composition placement and how will we know this? What were the impressions of the composition teachers at the end of the semester? What percentage of students do they think was appropriately placed?

Does the essay help us to identify at risk students and how will we know this? What major issues, if any, evidenced in students' writing help predict low grades and attrition? Does the identification of non-academic issues help predict disciplinary needs

This study will match students by the type of issue presented on their essays to their end of semester GPA, persistence and disciplinary issues they were involved in within the residential areas of the college.

Students will be grouped by essay into academic/non academic groups and major and non major adjustment issues. Analysis of GPA, Persistence and disciplinary status data will be conducted for each essay group. Comparisons of groups on these three variables will indicate whether the identified student issues are useful predictors of student achievement, persistence or adjustment levels.

This quantitative analysis will provide the basis for an informed qualititative review of who our new students are and how higher education institutions might best design programs to meet this need.

And finally of course, we will examine the limitations of this study and propose appropriate follow up.

North Central College
Dispute Resolution Center
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"Community Building and Retention Through Effective Conflict Resolution"

Presenter: Thomas D. Cavenagh, JD

Abstract

The North Central College Dispute Resolution Center provides services, training and development opportunities to students in a variety of contexts. The Center is a comprehensive and, among undergraduate colleges, virtually unique opportunity for students wishing to acquire dispute resolution and negotiation skills. The Center serves the college community in many ways. First, the Center is responsible for management of student disciplinary matters through Administrative Hearing and formal Hearing Panel processes. Second, the Center resolves non-disciplinary student and student organization disputes through the mediation process. A program brochure describing each of these processes is available. Third, the Center provides training of student/faculty panels to hear and mediate student disciplinary matters and disputes. Finally, the Center director teaches credit courses in conflict resolution through the college ***Leadership, Ethics and Values Program.***

The Center is developing several educational opportunities which impact communities outside of the college. First, the Center is preparing to offer mediation by trained Student Associates of 'live' disputes for local courts, area businesses and churches, and other off-campus entities. Second, the Center is designing training for local businesses, schools and churches in dispute resolution to be presented by Student Associates and the Program Staff. Finally, the Center is developing externship and residency experiences in community mediation centers locally, and abroad, through the Center sponsored Nassau-based Bahamas Community Justice Center.

We believe a program of this nature builds community by allowing students the opportunity to resolve conflicts for themselves and others in productive and mutually satisfactory ways. The Center is prepared to mediate roommate, classmate and teammate disputes. These are matters which are not effectively managed in a judicial context, but which affect campus communities significantly. Moreover, the Center mediates matters which arise as a result of a multicultural campus community. These tensions are profoundly difficult to address through a judicial process, but are resolved splendidly through mediation.

First-year students benefit from these opportunities in several ways. First, they are made aware early, that the college takes seriously its responsibility to provide an educational environment as free as possible from unnecessary turmoil. First-year students may refer themselves to the Center to mediate disputes which detract from their educational experience and ultimately lead to transfer. Second, they are invited to train to mediate and hear cases. They are, as a result, immediately made a part of the campus community in a significant and mature role. Finally, they are acquainted with the educational and social benefits of community service as they explore off-campus opportunities through the Center. We believe the Center is an important component of our first-year retention program.

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NORTHERN KENTUCKY UNIVERSITY

Advising and Curriculum for Entering Students (ACES)
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"Homosexuality Killed the Roman Empire!": Educating About Heterosexism and Homophobia on a Conservative College Campus

Presenter: Fran Zaniello

Abstract: For the past two years the Northern Kentucky University UNV 101 program has included work on heterosexism and homophobia in some of its 101 classes. This year 13 classes dealt with the topic; next year we hope to have at least 20 classes discuss it. This 90 minute session will begin with a 50 minute presentation on NKU's work. In these 50 minutes I will discuss 1) our rationale for including heterosexism and homophobia in 101 (why does it belong in this course?); 2) our consultations with gay and lesbian students on the issue; 3) our approach to this topic in our classes, noting improvements we've made in the presentations this year and showing excerpts from the new video we use (as well as other class materials we've found successful--especially a pre-discussion survey). I'll end with some examples of student reaction to these sessions.

Part II of this session (40 mins.) will be an exchange of information on this topic. Do other freshman programs include heterosexism and homophobia? Does it belong in UNV 101? What is our goal in introducing it? How and by whom should it be taught? What kinds of classroom activities are most useful for educating about this topic? I will use a "fishbowl" format (which worked well at this conference last year) for this discussion: in the "fishbowl" chairs are arranged in a circle around 4 or 5 chairs (the moderator is in one of these). Those in the audience who want to speak about the topic must join the moderator in the fishbowl by taking one of these center chairs. People rotate in and out of the fishbowl by replacing someone seated there. In addition to adding variety to the usual conference formats, the fishbowl makes the discussion more focused and easier to follow (it eliminates those front seat questions no one else can hear), and encourages participation by a variety of different people.

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NORTHERN KENTUCKY UNIVERSITY

College of Arts and Sciences
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UNIVERSITY 101 AT NORTHERN KENTUCKY UNIVERSITY: A SUCCESS STORY

Dr. Jerry W. Warner
Ms. Frances Zaniello

During the fall semester of 1986, Northern Kentucky University began a University 101 (UNV 101) course with a pilot program of ten sections. Our course was modeled very closely after that of the University of South Carolina. The course has grown each year and in the fall of 1993 it enrolled 845 students in thirty-seven sections. An analysis of the data gathered from a longitudinal study of the course has shown it to be very beneficial to our students.

University 101 at Northern is a three semester hour elective which is taught by a specially trained group of instructors from across the campus. While students taking UNV 101 earn three hours of credit toward graduation, it does not satisfy general education requirements, major requirements, or any other special graduation requirement. The course contents are continuously being revised in order to meet the changing needs of Northern's students and of the university community. Within the past three years special emphasis has been placed on topics such as racism, date-rape, drug and alcohol abuse, computer usage, and familiarization with a computerized library.

Northern Kentucky University with a enrollment of slightly over 12,000 has fewer than 1000 students living on campus. UNV 101 has had a positive role in fostering the development of a campus community in spite of this lack of a large residential population. This has come about through the introduction of UNV 101 students to theatre productions, musical events, athletic contests, and other campus events. Students are also encouraged to join and become active in various student organizations.

The Office of Institutional Research has determined by means of a longitudinal study that UNV 101 has had a positive influence on the retention of students. Data show that after one semester UNV 101 students return at a rate about ten percentage points higher than students who did not take UNV 101. While differences in return rates between UNV 101 students and non-UNV 101 students appear to diminish in the second year and with each successive year, they do remain noticeably higher for UNV 101 students. Preliminary estimates indicate that revenue generated from the tuition of students retained by the program exceeds the yearly cost of the program by a large margin.

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Our presentation will cover in detail the topics discussed above. We will also present the steps we went through to establish UNV 101 on our campus, the structure and importance of our instructor training workshops, and other information of importance to colleagues who are thinking of initiating a University 101 course.

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NORTHEAST MISSOURI
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DIVISION OF BUSINESS AND ACCOUNTANCY

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FRESHMAN WEEK PLANNING WORKSHOPS FOR FALL 1993 NORTHEAST MISSOURI STATE UNIVERSITY

Presenters' Names

Dr. Mary Giovannini, Associate Professor, Division of Business & Accountancy, Northeast Missouri State University.

Ms. Marianna Giovannini, Counselor, Academic Planning Services, Northeast Missouri State University.

The Executive Committee for the 1993 Freshman Week program at Northeast Missouri State University was faced with a dilemma: what to do and how to go about providing opportunities for the faculty to be more in tune with the goals, and more prepared for the challenges and meeting the goals of Freshman Week for Fall 1993. Faculty had been volunteering to teach in the Freshman Week program in the approximate number needed to staff the program. A big question for the committee was if the prospect of attending a planning workshop were developed, would faculty opt out of the program because of the additional time requirement? The executive committee decided that the potential benefits outweighed the possible negatives and voted to make the opportunity available for all Freshman Week faculty.

The next decision involved how training would be delivered. Should an outside consultant be brought in? The committee, with one loud voice, indicated, "No, we know program goals and our faculty better than a consultant from outside the community." In-house development and delivery of the seminar will also allow more flexibility in the times the sessions can be offered and at minimal expense to the program.

The addition of the workshop was made known in the faculty recruitment letter. Total faculty expectations were outlined up front.

The plan included four "opportunities." Sessions were offered on a variety of times to accommodate varying schedules: Tuesday afternoon, Wednesday evening, Friday afternoon, and Saturday morning over a span of two weeks. At that, we knew that travel schedules, meetings, health reasons, etc., would probably make it impossible for some to attend any of the sessions. We assumed that a 50% turnout would be a high estimate of participation. We were

pleasantly surprised that most of the faculty made reservations to participate, as did many of the preceptors.

The executive committee agreed that the sessions should be broken into three 50-minute segments. The first, "getting into the head of an 18-year-old," would be a discussion created and presented by students; the second, testimonials by faculty who were known to create successful sessions; and third, the time for the preceptor and faculty member to collaborate on a plan for their Freshman Week course. A meal was included at either the beginning or ending of each of the four sessions.

Facilitators of the four sessions included two faculty members and two staff members. The information agreed upon by the executive committee was to encourage the coordinator to insure that the sessions "hang together," provide the cohesion for the entire program, as well as lead the session. The program would include the following:

Introduction (10 minutes) by director

Walk through packet of materials

Introduce coordinator

Session One--Student led session (45 minutes) "Getting into the head of an 18-Year-Old" led by a student advisory group.

Session Two--Faculty-led session (30 minutes, by Coordinator) Active Learning (activity where we show by example what we want faculty to do with incoming students.) Success stories.

Session Three--Faculty & Preceptor (45 minutes, by Coordinator) Begin to plan syllabus for the Freshman Week course.

Each faculty and preceptor attending were asked to evaluate the experience. The feedback was overwhelmingly positive. The Fall 1993 Freshman Week Experience was the most successful of five and we attribute the planning workshops with playing an important part in allowing this to happen.

Plans are in the early stages for Fall 1994. Will the planning workshop be included? Of course!

The conference presentation will cover the workshop activities and include video examples and reactions of participants. Examples of courses developed for the FW program and clips of the actual FW program will be shown. Discussion by conference attendees of faculty workshops on their campuses will be encouraged.

Department of English
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NORTHWEST
MISSOURI STATE UNIVERSITY

Freshman Seminar--Write On!

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Freshman Seminar Faculty
Freshman Seminar Advisory Committee

The ability to convey one's ideas to another is a universally valued talent--employers look for communication skills in job applicants, voters are swayed by a candidate's ability to present an appealing vision, relationships are made or broken by the ability to communicate, and professors require that students be able to express their ideas in words.

In the modern university, while most core curricula emphasize both writing and speaking, the exchange of ideas occurs most often through writing. Students must be able to represent themselves effectively on paper if they want to pass tests, be granted degrees, be allowed to move into off-campus housing, substitute one course for another in a degree program, earn scholarships, have their organizations be recognized and funded--rarely does a week go by that students are not required to complete some sort of writing task to document or justify their activities. For many students this presents a sharp contrast to high school where even in English classes they may not have had to do any significant writing, and probably nothing in their personal lives required a formal written presentation.

Freshman composition classes attempt to initiate students into their new discourse community, but this is a limited number of hours, and it is a course which is often closely regimented by departmental syllabi and institutional expectations. Students in schools that really practice writing across the curriculum gain wider experience, but here too the issues and assignments are often quite narrow and discipline-specific.

In contrast, the Freshman Seminar (University 101/Freshman Experience) course, because it is relatively discipline free, can expose students to the breadth of writing tasks that may be required of them, and give them the freedom to practice different writing modes in a non-threatening forum. Writing can also serve to prepare for, or document the accomplishment of, a wide variety of Freshman Seminar activities and goals. Given this double value, writing seems an essential component of the Freshman initiation experience.

This presentation will discuss the varieties of writing students can expect to encounter, and explore the parameters of each. It will offer writing assignments that allow students to

investigate and practice these writing activities, and discuss grading possibilities. Distinctions will be drawn between informal (journals, responses) and formal (petitions, essays, reports) writing. The presenters will also suggest ways in which writing can be used to facilitate and promote a variety of Freshman Seminar activities and goals (career-choices and campus-involvement to name just two). Both student and faculty perspectives on the various writing activities will be offered. Session leaders will describe some of their most successful experiences (and admit to some of their least successful assignments). Handouts of descriptions of writing activities will be available.

The session will conclude with an open discussion of the role of writing in the Freshman Experience program.

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n·o·d·a

national · orientation · directors · association

ORIENTATION - A NATIONAL PERSPECTIVE

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A comprehensive orientation program is designed to facilitate the smooth transition of students into the academic atmosphere of the college or university. An orientation program is the first formal step in the continuing orientation process and includes opportunity to enhance both academic and personal development. This presentation will address program format and the role of faculty and administrators. The workshop will also relate orientation program implementation for the use of the Council for the Advancement of Standards (CAS) and Guidelines for Student Orientation Programs.

Orientation has become a key component to campus enrollment management and retention efforts. Institutional orientation programs vary considerably in timing, length, format, emphasis, use of student orientation leaders and faculty, inclusion of parents, etc. It is important to establish a framework for discussion of differing programs by presenting the concept of standards-based programming. It is equally important to allow participants to ask questions and share concepts and tips. Therefore, this program relies heavily on interaction and sharing.

The National Orientation Directors Association (NODA) has been in existence since 1976 and has been an active member of the Council for the Advancement of Standards since CAS inception in 1979. The officers and the Board of Directors have been significantly involved in the development of the statement of standards for the Student Orientation Programs. The presenters are the current president and executive secretary/treasurer of NODA. Because the presenters represent the current leadership of the National Orientation Directors Association, they will be able to share copies of materials and publication which have been produced by NODA. The perspective provided by this session is appropriate for the Freshman Year Experience audience since there is considerable crossover between orientation professionals and freshman seminar faculty.

Either of the individuals listed above are appropriate contact persons regarding this session.

PENNSTATE

Higher Education Program

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Toward a Free, Real, and True University Community: Lessons from a Multicultural First-Year Seminar

Brian R. Jara
Freshman Seminar Instructor
Graduate Student, Higher Education Program

The transition to college is a critical time for students in higher education. Whether entering for the first time, or returning as an adult learner, students can find support in a first year seminar. The impact of gender, race, and age on the first year experience shows how students entering higher education are strongly influenced by their prior experiences and relationships. This presentation reports data collected from a recent first year seminar, showing how the experiences students bring with them to the seminar environment help to shape the way in which the course is executed, as well help to influence the attitudes, perceptions, and future experiences of fellow students.

Relying on information and experiences of a seminar comprised of a truly diverse clientele—international students, transfer students, returning adults, and traditional age women and men—this presentation offers observations of the benefits of a uniquely diverse first year seminar. The composition of the students in a first year seminar influences the learning environment and experiences for the instructor as well as the students. At a time when higher education institutions are striving to accommodate and respond to an increasingly diverse clientele, a first year seminar comprised of diverse individuals becomes, in essence, a microcosm of the ideal educational community. In a college or university setting that is free, true, and real, individuals come together and share their experiences, their thoughts, and their ideas. Learning becomes an active pursuit of knowledge and understanding. Students and instructors become partners, working collaboratively to learn about education, human nature, life, and each other.

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An Equal Opportunity University

Radford University
Academic Enrichment
Residential Life

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Freshman Connections

Building Community and Extending the Classroom: What We're Learning

Dr. David Hill
Director, Residential Life

Dr. James Unnever
Sociology

Carrie Eaton
Resident Director, Floyd Hall

A unique part of the **Freshman Connections** program at Radford University is that it collectively houses 150 self-selected freshmen in the same residence hall while they are enrolled in the same three courses each semester. The intent of this housing arrangement is to encourage the retention and academic success of first-year students through the partial blending of students' social and academic lives.

An important component of the Freshman Connections program is residence-based academic support programming. The housing arrangement also creates the possibility for faculty to extend their classroom, with the assistance of the residential life staff, into the residential hall. For example, students attended--in their residence hall--experiential simulation workshops and movies related to their Sociology 110 course and participated in discussion groups and review sessions with their professors.

Questions about potential over-programming and student attendance arose out of this experience, but important steps toward increasing the academic orientation of students do seem to have been made.

The unique community created by the Freshman Connections program in one residence hall has significantly eased students' social transition into college, providing them with a close-knit social group for support and security. Accompanying the community bond created by the program, however, have been some special challenges for the residence hall staff and the faculty. For example, peer pressure sometimes overcomes individual judgment in matters such as class attendance, time management, and alcohol consumption.

We are in the process of learning about the special successes and challenges presented by a blended living and learning environment for new students. We would like to share our

ideas and concerns with the audience and invite their input during a discussion session. Freshman Connections students will also participate in this discussion.

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Freshman Connections

Freshman Connections: Making Connections with New Students, Faculty, and Student Affairs Staff

Michael Dunn
Director, New Student Services

Dr. Warren Self
Associate Vice-President
Academic Affairs

Dr. David Hill
Director, Residential Life

Dr. Stephen Lerch
Chair, Sociology/Anthropology

Susan Kirby
English

Nancy Taylor
English

Dr. Mary Ferrarri
Chair, History

Now in its second year, **Freshman Connections** is a collaborative effort of the Academic Enrichment Office and Residential Life to increase the chances for academic and social success of 150 self-selected freshmen. Through the collaboration of 20 faculty, graduate assistants, and Residential Life staff, the program promotes interdisciplinary learning and blurs the distinctions between students' living and learning environments.

All Connections students live in Floyd Hall and are enrolled in the same English, sociology, and health sections in Fall and the same English, history, and philosophy or religion sections in Spring. There are several in-common or related reading and writing assignments among the three courses each semester. The residence hall staff in Floyd provides programs that relate to and support the content and goals of the Connections courses. The interaction of Connections students with faculty outside of class is encouraged through social events, common dining hall privileges, and special academic support activities. In addition, the faculty development, interdisciplinary linkages, and residence hall programming in support of Connections courses are continual topics of discussion at bi-weekly meetings throughout the academic year.

The program provides intensive faculty development for its staff through summer workshops. Emphasis is placed on the special developmental needs of freshmen and on the promotion of student learning through both challenge and support. The faculty development will be described in this session.

Faculty currently teaching in the program will describe the most successful interdisciplinary linkages created among the Fall courses, especially the results of using English 101 as the matrix course. These faculty will also characterize the effects of their new understanding of freshman students on their classroom instruction: what did they change to fit their students, what has worked, what hasn't, what will they do differently next year?

Freshman Connections staff unanimously agree that the collaboration of faculty and student affairs staff is the strongest component of the program. Through this collaboration we can attempt to reach "the whole student," whose success in college requires both intellectual and affective adaptation. In a section of English 101 team-taught by the Associate Vice-President for Academic Affairs and the Director of Residential Life, the true benefits of this collaboration became apparent: as important as the learning they facilitated in their students, they learned from each other. Their different perspectives on student learning and student development enriched and enlivened their classroom. These individuals will explain some of the results on their students of that collaboration.

Freshman Connections students will participate in the discussion following the panel presentation.

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RAMAPO COLLEGE OF NEW JERSEY

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Dances With Windows...A Look At Peer Facilitation

Amy R. Pollock, Program Chair
Dr. Marshall Harth, Convener, College Seminar Program
Denise Rolon, Student
James Sexton, Student

Peer facilitators are dynamic students who are ready to make a significant contribution to the campus community. They believe in their ability to stimulate personal growth in others as well as in themselves. The peer facilitator experience can be directly related to the image of looking through windows and to choreographing a dance.

At Ramapo College of New Jersey, we have created a program in which upper level students enroll in a three-credit course to be trained as peer facilitators. The focus of the course is three-fold: 1. facilitation skills and group development, 2. program development, assessment and evaluation, and 3. topical. These students present programs to various groups throughout the college community. During the second semester, the peer facilitator is teamed with a faculty member/professional staff member to instruct within the College Seminar program (modelled after University 101).

Peer facilitators have enabled us to have enhanced delivery of information and services to the student. Not only is the peer facilitator's age and life experience closer to that of the students', but they are also still actively engaged in the process of **being** students and the developmental issues associated with that. It has been our experience with this program that the actual "dance" of peer facilitation involves choreographed steps and extemporaneous movements which become a learning interaction for **all** involved.

The various "views through the windows" lead to an increased awareness and sensitivity to the realities and challenges of the college experience for the professor, the student and the peer facilitator. Pedagogically, this validation is a great empowerment to all involved. We will describe the impact of this on professors and their teaching, for the peer facilitators and their educating (self and others) and also for the students and their learning and overall development. Each presenter will share various anecdotes which describe our individual experiences with this program as well.

Finally, a model will be presented for implementing the peer facilitation program at other campuses and ideas for adapting it for your own needs.

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Retention, Bonding, And Academic Achievement: Effectiveness of the College Seminar in Promoting College Success

Mary C. Starke, Ph.D.
Professor of Psychology

I will share data I have been collecting since 1986 that compare freshmen who enrolled in the College Seminar at Ramapo College with freshmen who have not taken the seminar. I will describe the College Seminar program, report on retention data, grade point averages (GPAs), graduation rates, and data from questionnaires which indicate that students who have taken the seminar bonded more to the institution and experienced more benefits in both the academic and personal spheres than students who have not taken the College Seminar.

Ramapo College, a four-year, liberal arts college in New Jersey, enrolls 400 to 500 freshmen each year. The College Seminar was first offered in the fall 1986 semester. We used texts by Gardner & Jewler (College Is Only The Beginning) and earlier editions of STARKE'S (STRATEGIES FOR COLLEGE SUCCESS, Prentice Hall 1993).

The course includes units on higher education in America, study skills (e.g., writing papers, research skills, taking notes, time management, computer skills), communication and interpersonal skills (e.g., avoiding date rape, solving disputes), substance abuse, stress management, values clarification, volunteerism, discrimination and other minority issues, and career planning.

Like most colleges in America today, Ramapo is faced with an increasingly heterogeneous student body that enters the institution with varying degrees of college preparation. A recent survey of 1700 institutions of higher education reports that **30 percent of America's freshmen are dropping out during their first year of college, and less than 55 percent are remaining in college long enough to graduate.** We designed the College Seminar to introduce our students to some of the information, expectations, and skills necessary to persist and succeed in college.

In 1986 approximately half of the entering freshmen enrolled in the College Seminar, and half did not. Retention rates into the sophomore year greatly favored those students who enrolled in the seminar over those who did not. This advantage held true and even increased by the senior year.

After 1987 all freshmen were required to enroll in the

seminar. Retention rates for those cohorts were significantly higher than the rates for freshmen entering in years before the seminar was offered.

In some comparisons, persistence rates favored seminar enrollees by as much as 33 percent percentage points per year; Retention figures consistently favored freshmen who enrolled in the seminar. This association between enrollment in the College Seminar and persistence in college held true for African-American and Hispanic students as well as for White students. The graduation rate for students who enrolled in the seminar the first year was three times greater than the rate for their peers who did not take the seminar. All of these differences are impressive, and they are also statistically significant.

The results of surveys that have been distributed to freshmen since 1986 may explain the higher persistence rates of students who enrolled in the College Seminar. We found that students who took the course attended more events on campus, belonged to more extracurricular organizations, felt more comfortable approaching faculty if they encountered a problem, spoke with faculty more frequently outside of class, and were more familiar with college support services. The differences between the two groups of students were again statistically significant.

Data from the American College Testing program revealed that freshmen at Ramapo acquired significantly more positive attitudes towards the faculty and advisors than freshmen at other public colleges.

Students who enrolled in College Seminar also performed significantly better in their studies. Data on eight variables for freshmen entering in 1986 and 1987 were entered into a multiple regression analysis to determine the best combination of variables for predicting cumulative Grade Point Average (GPA) after four semesters in college. The set of independent variables included SAT scores and high school rank, grade and enrollment in College Seminar, sex, residency (commuter or campus resident), enrollment in the Educational Opportunity Program, assignment to remedial courses in reading, writing, or arithmetic, and participation in the athletic program.

Grade and enrollment in College Seminar was the best predictor of cumulative GPA, accounting for 32 percent of the variability. Students who received A, B, or C in the seminar achieved significantly higher GPAs ($X = 2.51$) than students who did not take the seminar or received D or F in the course ($X = 1.41$). The regression coefficients were also significantly different from zero for Academic Index, sex, and Verbal SAT score. Together with grade and enrollment in the seminar, these variables accounted for 39 percent of the variance in GPA.

These data suggest that a strong cause-and-effect relationship may exist between enrollment in the college seminar and important benefits to both the students and the institution.

Rochester Institute of Technology

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Lecturing with Hypercard

Karen Beach

Creating independent study modules for topics covered in a Learning Strategies Course appears to be one way to meet the changing needs of hearing impaired students in Science and Engineering at Rochester Institute of Technology. These modules include as one component a hypercard stack which stands in the place of the teacher as lecturer. The stack is used to impart new information not necessarily available from other single resources. Hypercard stacks for Time Management and Test Taking have been completed. Other components of the modules include a Mentor who will provide instructor contact and evaluation, a text and selected captioned videotapes to provide additional content, and a student notebook and target course to provide opportunities for application and practice.

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1 8 6 4

Developing Student Leadership: Peer Mentoring Within the FYE

Presented by:
Donald R. Rickert, Ph.D., Vice-President for Student Affairs
Christian Tadrus, Student Leadership Seminar Participant

Abstract:

St. Louis College of Pharmacy is unique in that it is one of only three independent-free-standing colleges of pharmacy in the country. Students enter STLCOP's program directly from high school and complete their entire general education and pharmacy curriculum at the College. Consequently, freshmen at St. Louis College of Pharmacy have needs similar to students at most small-liberal arts colleges. St. Louis College of Pharmacy began a FYE experience program in the 1992 fall semester. This initial program was comprised primarily of a student success course with a four-day new-student orientation. The course was initially entitled, "Success Skills." Outcomes of this program were similar to those reported by other institutions.

At the conclusion of the initial program an article appeared in the College's student newspaper entitled, is "Success Skills Succeeding?" As one might expect with all new courses/programs, modifications were needed to insure continued success for the

new program. In particular, students did not perceive the importance or relevance of the program and it was not generally "valued" in the students' culture. It was determined, among other modifications, that a peer mentoring program should be created. These student mentors would be second-year students who would enroll in a specially designed leadership seminar and participate in the modified FYE (The core course now being entitled STLCOP Seminar) as peer mentors. The enhanced program was begun in the 1993 fall semester. Initial observations indicate that the program had positive outcomes for both student mentors and new students.

The presentation will outline the development of St. Louis College of Pharmacy FYE & Leadership program. Presentations will be made by both the program coordinator and a student leadership seminar participant.

Salisbury STATE UNIVERSITY

INCORPORATING COMMUNITY SERVICE INTO NEW STUDENT ORIENTATION

PRESENTERS

David B. Ganoe, Director, Guierrieri University Center
Salisbury State University

Lisa Seldomridge, Assistant Professor of Nursing
Salisbury State University

I. Eugene White, Assistant Professor of Psychology
Salisbury State University
Program Chair

Salisbury State University is a liberal arts institution located on the Eastern Shore of Maryland, on the Delmarva Peninsula. In the reformulation of its long range plan in 1992, there was a renewed interest in incorporating into the mission of the university opportunities for both faculty, staff and students to move into the greater community to serve the needs of its citizens.

One major focus for this plan was the New Student Orientation for all incoming students. In its original format, students were oriented over a five-week period, in ten sessions, in traditional classroom design. In 1991, the Orientation Leadership Team began an alternative to the program in which ten students came to the campus in the summer, prior to their first year, and worked in the community with Habitat for Humanity. The program was entitled STARS, an acronym for Students Taking Action and Responsibility on the Shore, and an exciting new direction for orientation was begun. Since its inception, the STARS-Habitat program has continued with both summer and fall sections. In 1992, the Department of Nursing sponsored its first STARS-Nursing program, which focused its attention on community health needs. This program initially served a dual purpose of integrating new students into the institution and attracting underrepresented groups into the nursing program. In the Fall of 1992, a third group, STARS-Ecology was begun by the Department of Biological Sciences and the University Center. The focus here was the fragile ecological systems of the Chesapeake Bay and the Atlantic Coastline. In the Summer of 1993, STARS-Cultural Diversity was piloted, which moved students into the increasingly diverse

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populations of the Eastern Shore, and in the Fall of 1993, STARS-Teach was sponsored by the Department of Education. This tutorial program targeted students in local elementary school settings with recognized special needs. In each program the special emphasis was in addition to the curriculum designed for the incoming students.

This presentation will outline the goals and objectives of each of these alternative programs, and emphasize the underlying theme of exposing new students to the myriad opportunities available to them in the surrounding communities. Plans for publicity, recruitment and preparation for the experience will be discussed. Economic and logistical barriers will be described and potential solutions will be shared. Evaluation from the students and the faculty and staff involved support our continued efforts to strengthen and diversify this outreach program. Successful efforts to gain and maintain administrative support, as well as community support, will be presented.

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SHEPHERD
COLLEGE

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STUDENT ADJUSTMENTS AND BEHAVIORS: AN EMPIRICAL LOOK AT THE FRESHMAN EXPERIENCE

Howard Seiler, Ph.D
V.J. Brown, Ph.D.
Douglas Horner, Ph. D.

This program consists of three integrated presentations: "A Freshman Orientation Program: Genesis, Continuation, and Progress", "Assessing Freshman Behavior: A Comprehensive Empirical Model", and "The Effects of Parental Education Upon the Academic Achievement of Freshman."

The first presentation will discuss the beginning efforts in constructing a freshman orientation course. Approximately four years ago we started thinking in terms of a freshman orientation course in respect to the college's retention rate. After attending a FYE workshop and reading the literature it was decided to put together a freshman course on an experimental basis. Included was the design for a longitudinal study so we could follow the progress of the students and the effects this course would have on retention. The course and curriculum was designed for five sections with 20 students in a section. The faculty selection was based on interest in teaching such a course and from across disciplines. The purpose of the course is designed to teach basic survival skills to entering freshman; to acclimate freshman to personal, academic, career, social, and recreational opportunities at Shepherd College; to develop lifelong learning skills in students; and to help students learn to cope successfully with the demands of the first year of college through the use of challenges and opportunites in and out of the classroom.

The second presentation centers upon an empirical evaluation of the Freshman Colloquium Program comparing students completing the program to the rest of the Freshman class. This study utilized six behavioral areas containing 108 specfic dependent variables: (1) Knowledge of College services and activities [24 variables], (2) College system support utilization [34 variables], (3) Voluntary formal organizational participation [6 variables], (4) Audience/Spectator participation [37 variables], (5) Student Behavorial Infractions [4 variables], and (6) Academic Achievement and Retention [3 variables].

Data for 23 independent variables were collected from institutional records of the Freshman class of 1992: (1) gender, (2) race/ethnicticy, (3) age [traditional/non-traditional], (4) commuter/resident, (5) home state, (6) religious preference, (7) high school grade point average, (8-12) five dimensions of ACT or SAT tests, (13) major/minor, (14) full-time/part-time, (15) on/off campus residnence, (16) military status, (17) athletic participation, (18) job status), (19) participation om the Living Learning Center (a dormitory setting for social and academic activities, (20) father's education, (21) mother's education, (22) sibling's education, and (23) participation in Freshman Colloquium Class.

After a pilot study was conducted in fall, 1991, all measuring instruments concerning the dependent variables were developed, pretested, checked for reliability and validity, and revised. Statistical procedures utilized to analyze the data were; chi-square, analysis of variance, t-tests, discriminate analysis, and multiple regressions. In this presentation, important findings will be discussed concerning the analysis of the data.

The final presentation concerns the effect of parental educational levels upon the academic achievement of freshman. In two landmark national studies conducted by Blau and Duncan (1967) and Featherman and Hauser (1978) concerning social mobility, various ascribed and achieved factors relevant to education was investigated. Both studies and several follow-up studies have strongly suggested "...that family background influences school achievement at

every stage of the educational process." One of the factors consistent within all these studies indicated that the father's educational level significantly affected their son's educational attainment level (Beeghly, 1989).

From the aforementioned suggestion, each freshman student in our study responded to five categories concerning their parent's education; no high school diploma, high school diploma only, some college, college graduate, or advanced college degree. From this information an analysis was developed concerning the father's educational attainment level and its affect upon both sons' and daughters' high school GPA's, ACT/SAT scores, and college GPA as freshman. The same analytic procedure was utilized concerning the mother's educational attainment level. Analysis of statistics comparing these four groupings will be presented. The results were very enlighting.

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SIUE Southern Illinois University at Edwardsville

Office of the Provost and Vice President for Academic Affairs

SIUE MENTORING STUDY

Presenter: Janet McReynolds

Introduction

Southern Illinois University at Edwardsville, a four-year institution whose 11,000 student body is composed primarily of commuters, attempted to establish a supportive environment through an experimental mentoring program. Three purposes were targeted for the program: to help students feel comfortable and function effectively within the University, thereby increasing the probability of retention; to help students benefit from their University experience, both academically and socially; and to help students begin to develop mature relationships with professionals at the University. Members of the faculty and professional staff who served as mentors were to meet the following objectives: to provide information, be active listeners, and attend to any resulting emotions; to demonstrate knowedge of the administrative infrastructure in order to develop students' confidence; to demonstrate knowledge of the resources of the University in order to resolve problems expeditiously; and to articulate the role of the mentor to assist mentees in achieving their goals.

Procedures

All incoming freshmen who attended Pre-Entry Advisement and Registration (PEAR) sessions were given the opportunity to request a mentor. A graduate assistant made a five-to-seven minute presentation explaining the mentoring program and asked each student to complete a form listing identification information, probable major or area of study, type of support needed to adjust to the University, interest in having a mentor, preferred characteristics of that mentor, and personal hobbies. If students were not interested in having a mentor, they were requested to present a reason for that decision.

Three natural groupings evolved: students who wanted a mentor; students who wanted a mentor but one was not available; and students who did not want a mentor. Pairings of the first group with volunteer mentors were made on the basis of information furnished on the PEAR session form, i.e., academic and/or personal interests. Initial meetings between mentors and mentees took place at New Student Orientation held just prior to the beginning of the Fall term. In cases where such contact was not made, mentors were to take the initiative to reach mentees by telephone or letter.

Mentors, who had attended an orientation session prior to the mentoring program, were to meet with their mentees a minimum of three times throughout the Fall term. Midway through the term a

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follow-up questionnaire was sent to all mentors; reports were received for 78 percent of the mentees. Another questionnaire was sent at the end of the academic year to the mentor and mentee groups; responses from both groups were not sufficient to analyze statistically.

At the end of the academic year, records of all three groups of freshmen were reviewed for comparison of attendance status, enrollment in academic development classes, declaration of major, grade point average, gender, ACT score, age, and class standing.

Findings

The results from this mentoring study suggest that those students who had a mentor (Group 1) achieved higher grade point averages than students who wanted a mentor but did not receive one (Group 2). Group 1 also had higher grades than students who did not want a mentor (Group 3), although the difference in grade averages was not statistically significant.

Other characteristics of students in Group 1 indicated that they had lower ACT scores and were more likely to need and did enroll in more academic development classes. Nevertheless, these same students had higher grade point averages than students in the other groups.

A significant characteristic of Group 2 students was their role of withdrawal from the University. Fifty percent more of Group 2 students did not persist with their academic program than those in either Group 1 or Group 3.

Students in Group 3 had higher ACT scores, were more likely to declare a major, and were less likely to need or enrolled in academic development classes.

Limitations and Discussion

The study is limited primarily because of the number of variables that could be controlled. It is acknowledged that many factors may affect the grade average of students, such as family support, marital status, age, type of residence, birth order, and use of study groups; these were not examined. However, the results suggest several topics which will be discussed at the presentation. What are the ideal characteristics of a mentor? How should mentors be identified? How should the mentor-mentee linkage be established? How should the relationship be maintained? How can a natural, not a contrived, climate be assured? How can administrative support be secured? What kind of evaluative process will be effective and what is a reasonable time frame for evaluation? Shared perspectives should lead to more controlled studies of the mentoring process.

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Evaluation of Critical Thinking in a Freshman Seminar Course

Gloria J.-Green, Ph.D.

Six sections of the freshman seminar GS101 Creative and Critical Thinking, taught at Southeast Missouri State University, were randomly selected for this study: three from those taught by English faculty, and three from those taught by Science faculty. The participants were given a demographic survey and one form of the Watson-Glaser Critical Thinking Appraisal (CTA) during the first two weeks of the semester. The researcher then visited and audiotaped each section four times throughout the semester. A second form of the CTA was administered during the last two weeks of the semester. Finally, the participants completed the IDEA Survey as an evaluation of the whole course.

The pretest-posttest comparisons of the CTA scores were obtained with dependent t-tests. Five of the six sections showed an increase in CTA scores, one of which was statistically significant. The remaining section showed a decrease in CTA scores. Two analyses of covariance showed no statistically significant effects on the results from the discipline of the faculty or from the time of day the sections were taught. On the IDEA Survey, participants rated their progress in critical thinking from average to high, in comparison

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with their progress in similar courses.

The classroom activities and instructional methods associated with the statistically significant increase in critical thinking included instructor control of the classroom, instructor enthusiasm, and effective communication with the students. This was apparent both on the IDEA Survey results and in the analysis of the audiotapes. Those activities and methods were noticeably missing from the section with the decrease in critical thinking as measured by the CTA.

The findings of this study suggest a need for instructors to return to the practice of directing classroom activities, at least initially with new college students. Further, the instructor's level of enthusiasm is apparently conveyed to and mirrored by the students, and so should remain high. Finally, and most importantly, the instructor should be openly communicating with students about the content, the objectives, and the requirements of the course, in order for instructor and students to know where they are headed and when they have arrived.

Further research should be directed toward longitudinal studies to determine what other factors influence critical thinking, and what changes in critical thinking may occur over four or more years of college experience. In addition, more tools need to be developed to measure critical thinking in all of its dimensions and in a variety of contexts.

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Three Perspectives on the Freshman Year Experience Course: the Dean, the Coordinator, the Faculty Member

Fred Janzow, Coordinator
Freshman Year Experience

John Hinni, Dean
School of University Studies

Jean Benton, Coordinator
Governor's Scholars

Southeast Missouri State University implemented a freshman year experience course in 1986. This course is required of all entering freshmen with 24 or fewer completed college credits. Approximately 58 sections of the course must be taught each fall semester and 13 sections each spring semester.

This course introduces freshmen to the skills and dispositions that they must develop to be successful in college. In particular the course introduces students to these skills and dispositions as the characteristics of a liberally educated person. This is accomplished through units that help students learn to use the library; apply critical and creative thinking to setting goals, analyzing issues and solving problems; and practice written and oral communication skills. Activities in the course focus on topics ranging from freshman life to societal problems.

Implementing this course requires program and faculty support at several institutional levels. The dean must support the course through periodic interactions with the president, provost and academic deans. Critical issues and problems at this level include obtaining an adequate budget, obtaining agreements from deans to provide faculty for the course, responding to calls for assessment of the course, and occasionally teaching the course with another administrator.

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The coordinator administers the staffing procedure, develops learning materials for the course, provides workshops for faculty who teach the course, administers student evaluation of the course, provides funds to support the faculty's teaching, promotes the value of the course to academic departments, and cooperates with the Division of Student Affairs to develop and support cocurricular activities.

The faculty member is responsible for presenting the course in a way that clearly focuses on the course's skill and disposition objectives, developing course activities, providing academic and personal advising, and assisting in the identification of students at risk of leaving the university.

In this session the presenters will explain from their respective vantage points the issues involved in offering the FYE course and identify ways that these have been resolved.

Contact: Fred Janzow, Coordinator
Freshman Year Experience
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Southeastern Louisiana University
Office of the Dean
College of Basic Studies
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Self-Assessment and Occupational Correlation for the Undeclared College Freshman

Joan Carver, MEd, LPC
Assistant Professor

Dorothy Burton, MEd
Instructor

Research and experience have convinced educators of the extensive needs of beginning, indecisive, college freshmen, one being indepth career counseling. With the increasing numbers of undeclared majors, resources are limited in meeting the individual's demands. Ten sections of a three-hour credit course, Career Planning 104, has enabled us to reach this population with quality career counseling and guidance in choosing a major field of study.

This presentation will deal with course organization and implementation. The rationale and specific step-by-step process will be communicated. Using this process, students are: 1) guided through self-discovery, 2) introduced to the world of work, and 3) assisted in applying a rational decision-making process, based on all collected and condensed information. The final course objective is for students to select an appropriate college major.

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SOUTHWESTERN COLLEGE IN KANSAS
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INTEGRATIVE STUDIES FOR 2000 AND BEYOND

Dr. Dan F. Daniel
Ms. Jeanne Dexter

Southwestern College, a small, private school in southern Kansas, recently adopted a "new curriculum," one that is designed to change with the times and yet still requires that certain skills be learned by all students. The Southwestern College program is officially called Integrative Studies, and is headed by Dr. Dan Daniel.

All first-year students enroll in Writing Across the Disciplines, Research Across the Disciplines, and Wellness. As the title suggests, at least half of each year's Writing faculty are not English professors. Faculty members are chosen according to personal abilities and the desire to relate to beginning college students. In addition, students select from a number of other "core" courses, including Creativity and Applied Creativity, Ancient and Modern Civilizations, Planet Earth and Atom and Cosmos, and foreign languages.

Second-year students are required to take Wellness, and then may select from a larger list of courses, which includes World Literature and Cinema; Money; Race, Age, and Ethnicity; Gender;

Nature of Language; Biosystems on P3; Judeo-Christian Heritage; and more advanced foreign languages.

The purpose of this flexible "core curriculum" is to encourage certain skills across all courses. These skills are writing, speaking, and using mathematical/statistical interpretations in every class. Faculty come from every academic area on campus. Meetings are held on a regular basis with these professors, and focus groups of students are video-taped for use by the professor after the semester is over.

The results of the new Integrative Studies program? Students are becoming active learners at a faster pace, and the college has positioned itself as a forward thinking, proactive institution--no small feat in a state with over twenty private four-year colleges.

So, how long did it take to make the change from a traditional, cafeteria-style general education system? Less than one academic year.

This session will include discussion as to how these changes came about, how faculty reacted and embraced the concept, and how students have benefitted from the change. In-depth details will be given as to how the program works, what courses are available, how faculty members are chosen, and how advising fits into the mix.

Office of the President

THE FRESHMEN EXPERIENCE IS MORE THAN A COURSE

Presenters: Dr. Frederick Woodward, President

Dr. Gregory Gray, Dean
School of Business, Hospitality and Nursing

ABSTRACT

The State University of New York College of Agriculture and Technology at Morrisville is part of the State University of New York system. Morrisville is a medium sized campus with 60+ associate degree programs housed in four academic schools. The college prides itself on being student oriented and is committed to the well-being and success of its student population.

Throughout the past several years, it has become obvious that many students were not experiencing the success anticipated. Indeed, many were failing at the end of the first semester, and others were leaving the campus during their first year. It became evident that something needed to be done to correct this problem. In 1989 Dr. Frederick Woodward, President of the College, appointed a task force to develop an overall plan for retention of the freshman student. This team, chaired by Dr. Gregory W. Gray, met for over a year and using the College Survival materials, developed a Freshmen Experience course (GNED 100). The course, a two-credit, 10 week class, was offered for the first time in the fall of 1990 with five sections. All faculty teaching the class were trained prior to the start of the semester.

Immediately it was realized there was more to the Freshmen Experience than offering "a class." For example, the confusion and hectic pace of the first few days of the semester were causing many new students a great deal of stress. A Freshman Day Program was developed and instituted in the fall of 1991 to begin to deal with this issue. This experience brings freshmen to campus three days prior to the return of seniors. Student affairs workshops, as well as meetings with individual academic advisors are facilitated. Student representatives are present to speak with incoming freshmen about how to become involved with student life.

It was further recognized that faculty members needed more help and assistance in advising incoming freshmen. Workshops for new faculty on advisement strategies were instituted and freshmen were strongly recommended to see their advisors at least four times each semester. Plans were worked out so students could see their advisor during the second or third week of the semester to review the beginning of school, in October to review their status, in November for the spring scheduling process, again in mid-November to finalize their spring schedule, and finally in December to review the first semester.

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The Freshmen Experience class "took off" in the fall of 1992 when 14 sections were offered. Since more students were interested than could be accommodated, an application process was instituted. During the first year, approximately one out of four students was accommodated. In September 1992 approximately half the students were accommodated and in the fall semester of 1993, when 22 sections were offered, 3 out of 4 students were able to be involved. Presently there are over 25 faculty members on campus who have been trained to teach Freshmen Experience. One of the prerequisites for teaching GNED 100 on the Morrisville campus is that faculty must receive formal training. Trainers are those who have attended the workshops conducted by the Student Success Group. They are extremely adept in providing training for other faculty. It is interesting to note that the President of the College and Vice President of Academic Affairs each taught a section of Freshmen Experience during the fall semester of 1992.

One of the unique things taking place this academic year (1993-94) is the teaching of GNED-100-Freshmen Experience at the local high school. Twenty seniors from Morrisville-Eaton High School are taking the class. Many professionals feel that Freshmen Experience would be best served at the high school level, and this pilot provides an opportunity to test the theory.

In evaluation of the efforts to date, there have been two significant findings. First, there is no significant difference in grade point average relative to students who have taken the Freshmen Experience class at SUNY Morrisville and those who have not. Second, there is a significant difference in terms of the number of students who withdrew from the college for no apparent reason. There is virtually no attrition among the students who have taken the Freshmen Experience class as compared to considerable attrition for students in a comparison group.

The success of the Freshmen Experience program cannot truly be measured for several years. However, the findings to date show inklings of success and that the efforts are bearing fruit. The Freshmen Experience is indeed a journey and not a destination at SUNY Morrisville. The presentation shares many other current and next steps in the effort to retain students.

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THE STATE UNIVERSITY OF NEW JERSEY
RUTGERS

Office of Educational Support Programs • Rutgers College
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Introduction to American Cultures:
A Course for the 21st Century.

Dr. Eve Remsen Sachs
Assistant Dean and Director
Office of Educational Support Programs
Rutgers College

Mr. Edward Ramsamy
Instructor
Political Science and
Africana Studies

How do universities respond to changes in the demographic make-up of their students? How to bridge the gap between academic programs and student life components? How to get faculty and administrators to work together on major curricular initiatives for first year students? In response, at Rutgers, the State University of New Jersey, the Office of Educational Support Programs and the Department of Africana Studies, jointly designed and received faculty approval for a credit bearing, interdisciplinary course aimed at promoting cross-cultural understanding among newly entering university students. The course was piloted in the summer of 1992 to160 incoming students. Evaluations indicated that the course enriched their appreciation of their cultural origins and their understanding of cultural complexities in the United States. As a joint effort of the Dean of Students, the Educational Support Program, the Department of Africana Studies, and the Faculty of Arts and Sciences, the course is currently being instituted as part of a first year student curriculum and orientation program for the fall of 1993 to a target audience of approximately 600 students. The goal is to offer this course eventually to all incoming students.

The distinctive feature of the pilot course was its unique format. It consisted of a series of master lectures delivered by top ranking university faculty and administrators. Major lecture themes of assimilation, economic empowerment, prejudice and stereotyping were examined and elaborated upon in small recitation sections. In addition to weekly assignments,

students were required to present an original final project depicting the multicultural composition of the United States. These presentations were moving and powerful. Local media coverage helped spread the impact of the course to the surrounding community and even generated some interest among state agencies looking to address issues of diversity in the work environment.

The aim of our presentation will be to outline the philosophical approach and organizational strategies used in developing the content and structure of the course. The first part will describe the motivating circumstances that led to the conception and creation of the course. The second part will describe the practical aspects of gaining faculty and administrative input and approval. The third part will describe the logistics of implementing the course and, in the final section, we will cover in detail the syllabus and content of the course.

Participants will receive a packet of course materials including a detailed syllabus, outline of recitation sessions, assignments, bibliography of related readings and media materials, plus final student evaluations. The format of our session will be organized in a manner to allow for audience involvement. We will suggest transferable strategies for the successful design, implementation and institutionalization of such a course in various institutional contexts.

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U.S. Coast Guard Academy

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ASSESSING A SUMMER MATHEMATICS REVIEW CLASS

John R. Donnellan
Ernest J. Manfred

Each year the United States Coast Guard Academy brings in a class of approximately three hundred cadets. The cadets arrive early in July and participate in a six week orientation program that facilitates the transition from civilian to military life. During this time, a non credit summer mathematics review course is taught. The objectives of the course are:

a. A review of the concepts of algebra and trigonometry necessary for success in the mathematical, scientific, and engineering courses at the Academy.

b. The evaluation by the Mathematics Department of each cadet's background and potential.

c. A self evaluation for each cadet.

Cadets are placed into one of three freshman mathematics courses, Pre-calculus, Calculus I, or advanced placement into Calculus II. The placement procedure begins with a multiple linear regression model that predicts performance in the first year calculus course. Among the independent variables are high school rank, math SAT/ACT scores, number and type of mathematics courses taken in high school and three achievement exams in algebra, trigonometry, and pre-calculus. The purpose of this paper is to use the information gleaned from these exams to:

a. Assess the value of the summer mathematics review course.

b. Determine those topics (from algebra and trigonometry) needing remedial work in the pre-calculus course.

c. Determine the variance of ability in the algebra and trigonometry skills of the incoming class.

An item analysis is performed on the three achievement exams. To investigate the disparity between placement groups, the difference between the percent right that each group obtained for each question on the three exams is rank ordered. Those questions, out of a total of 105 questions, whose difference was greater than 34% were identified and topics relating to these questions noted. An exam was administered at the end of the course using questions similar to those identified in the item analysis. Statistical analysis was then performed on the results to measure the improvement of the class as a whole and to compare again the difference in percent right among the placement groups after the summer mathematics review course.

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UNIVERSITY OF DELAWARE

COLLEGE OF PHYSICAL EDUCATION, ATHLETICS, AND RECREATION

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FRESHMAN CAMP: A GRASSROOTS EFFORT

Barbara J. Kelly
Ann R. McNeil
Maryann Rapposelli

Realizing the need for an extended orientation period for freshmen, a group of faculty and staff successfully planned and conducted a four-day residential freshman camp at the University of Delaware. Information related to gaining faculty and staff support, obtaining funding, developing a program, conducting the camp, and assessing its effectiveness will be presented.

The impetus for the planning component occurred during a meeting of approximately twenty "freshman advocates" within the College. The purpose of the meeting was to debrief a "Freshman Night" held during the fall. Discussion centered on ideas to improve attendance in subsequent freshman activities. One staff member asked, "Why not develop a 'Freshman Camp'?" The idea of a residential program, held prior to the beginning of the first semester, was discussed and promoted. Members of the group indicated a willingness to support this idea, and to work toward developing a camp. Various planning meetings were held during the year to establish the program and assign tasks.

The College Dean, Department Chair, and University Provost were approached for funding and provided financial support for the first Freshman Camp. The remainder of the budget was obtained by charging a campers' fee.

Interested faculty and staff worked in sub-committees throughout the year, planning the academic and activity portions of the program. A unique and popular component of the program was the Adventure Challenge Experience (ACE). The ACE program consisted of the high ropes course and other high elements, low initiatives, and problem solving activities. Campus experts in wellness, reading, notetaking, library skills, and diversity were contacted and all agreed to volunteer during the camp. Several faculty and staff members within the College volunteered their expertise with the following program elements: the ropes course; team building; group and individual problem solving; human sexuality; and learning style preferences. A copy of the camp program will be discussed, including activities that were most successful and those requiring revision for future camps.

Pre and post survey information was obtained from freshman participants. Survey items and results will be discussed.

AN EQUAL OPPORTUNITY UNIVERSITY

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Rainbow Advantage: Connections

Margit Misangyi Watts, Director
Rainbow Advantage Program

Richard A. Dubanoski, Dean
College of Social Sciences

The world is changing at a staggering rate and campuses across the nation are faced with the task of preparing students to meet the challenges of the 21st century. At present, many students graduate without a coherent base of knowledge, without the ability to think effectively and assess values wisely, and without the understanding of the real joy of learning. It is important that this trend be reversed because the students of today will shape the world of tomorrow.

The Rainbow Advantage Program is a unique academic experience which involves intensive student and faculty engagement, multi-level connections with the community, and an entire restructuring of teaching and learning. Emphasis is placed on multidisciplinary education, critical thinking and communication skills, values assessment, and active learning. This program challenges traditional educational paradigms and asks both the faculty and the students to become actively involved in the transformation.

Faculty are challenged to broaden their role as educators; they become more than transmitters of knowledge, they become facilitators of learning. Students, in turn, must reconsider their perception of education. They no longer can see themselves as receptacles of knowledge; they must understand that they are accountable for their own learning. In this type of academic setting students move away from vicarious experiences within the classroom to being engaged in their own educational experiences. They become true learners--taking knowledge and making it their own as well as relating it to the world.

Another concept which guides the philosophy of this program is that of the global classroom. Breaking down the barriers of traditional classroom education allows students to make connections with each other, high school students, graduate students, faculty, the wider community as well as across the curriculum. Students come with a variety of learning styles, diverse values, different attitudes toward education, and various levels of motivation. This is especially true of the multicultural environment of the University of Hawaii at Manoa where there is an extremely diverse student population. Thus, it is important that the educational experience open to diversity on many levels.

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Rainbow Advantage creates a small college atmosphere in the midst of the greater university setting. This program presently provides an enriched educational experience for 128 freshmen and 60 sophomores who are completing their core requirements. These students include regularly-matriculated students as well as underprepared students, underrepresented minorities, and student-athletes. Students move through their first year as a cohort, taking all of their courses together. Additionally, they are enrolled in a one-year foundation course designed to build communication and research skills. The focus is on collaborative teaching strategies, cooperative learning, the use of 'master learners', mentors from the corporate community, linkages with high school classes, and wide use of technology.

Resources at the university are reconfigured by redesigning the classroom into active learning environments. This learning environment is extended to the wider community. Students are urged to make connections with the community in order to fuse academics and what is traditionally called the real world. Students have corporate and community leaders as mentors who offer experiences beyond the classroom. These mentors also are committed to engaging the students in active discourse about the relationship of a liberal education to the rest of their lives. Another way these students are connected to the community is through collaborative research with high school students, the goal of which is to participate in meaningful community service. Collaborative teams consisting of both high school and college students do research on some topic of value to the community. This research culminates in a student-centered conference.

Learning communities are a deliberate restructuring of the university curriculum; they not only address the fragmentation found in traditional curriculum, but also build a community of learners among faculty and students. Rainbow Advantage purposefully restructures the core curriculum to offer a supportive and vibrant academic environment.

We would like to propose two sessions, one for the February 18th National Forum on New Student Athletes and one for the February 19-22 Annual Conference. Our program targets all incoming freshmen; however, we take all new recruited student-athletes into the program and work very closely with the athletic department on their academic career. This model would be of great interest to athletic directors, academic support staff, and university administrators in that it creates a rare partnership between academic and athletic departments.

Additionally, we would like to present a 90 minute session at the general conference describing the essence and philosophy of the program through lecture, film, discussion and small group activities. Thus, our presentation in both sessions would be on the Rainbow Advantage Program, but the focus would be somewhat different--geared toward different audiences.

UNIVERSITY OF MAINE

Academic and Career Exploration Program

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The Academic and Career Exploration Program (ACE): Helping Undecided Students Make Successful Transitions and Informed Choices of Major

Dana W. Birnbaum
Coordinator, ACE Program
Associate Professor of Human Development
Director of University Retention Programs

Julie L. Settlemire
ACE Graduate Assistant

At the University of Maine, undergraduate students are admitted directly to one of eight colleges. The Academic and Career Exploration Program (ACE) was developed four years ago as a limited-enrollment program to meet the needs of entering baccalaureate-degree students who are unsure about their intended major and wish to explore the wealth of academic fields that the University has to offer. Such students may include (1) those who know they want to go to college but are uncertain about which academic program to apply to; (2) those who have such a wide range of interests that direct admission to one of the colleges would be too limiting; and (3) those who want formal assistance in exploring various academic majors and their potential relationship to careers. These undecided students can apply directly to ACE rather than to one of the baccalaureate colleges.

Students are introduced to the specifics of ACE through a two-part orientation program. During the summer program, students meet advisors, take placement exams, and register for courses. Additional activities are designed to foster the development of a sense of community. Developmental and transition issues are addressed to facilitate the establishment of appropriate expectations of the first-year experience. A special program is designed to familiarize parents with the program and make them feel connected to the campus community. Transitional issues affecting parents as well as students are given special attention. The fall orientation component has a greater academic focus, with programming designed to introduce students to academic and other resources of primary importance in the first weeks of the semester. As part of each orientation program, students are asked to complete survey instruments that measure their expectations of their first-year experience and performance as well as perceptions of their preparation and competence in a variety of areas. Follow-up surveys are given at the end of each semester in the first year.

THE LAND GRANT UNIVERSITY AND SEA GRANT COLLEGE OF MAINE

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The hallmark of the ACE Program is its integration of intrusive faculty advising with a two-semester weekly academic and career exploration seminar. Students are assigned to a seminar group taught by their faculty advisor, with a maximum of twenty students per group. Advisors are selected from faculty and academic administrators who are interested in working with undecided students and who have established good reputations as advisors. Under the guidance of their advisors, ACE students systematically assess their areas of academic interest and strength and learn to use those assessments to identify potential majors and careers. Seminar activities and topics address identification of appropriate University resources, use of the Library, academic issues and concerns, goal setting, assessment of interests and abilities, differences between degree programs and various disciplines, values clarification, requirements of various majors, career planning, and developmental issues. Assignments are designed to foster problem-solving and critical thinking as well as oral and written communication skills. Writing assignments include an autobiographical sketch, a review of a fine arts performance, an examination of a campus art or anthropological exhibit, and an interview with someone in a field/career of interest. Students also complete the Learning & Study Strategies Inventory (LASSI) and the Strong Interest Inventory.

In the second year, students work individually with their advisors to narrow their choices of major and clarify the relationship between majors of interest and potential careers. Students may remain in the ACE Program for two years or until they have declared their major. The ACE Coordinator and advisors work closely with those students whose academic performance precludes their acceptance into their major of interest to help them identify an appropriate, alternative field of study. Special attention is given to students whose mid-semester grade reports suggest they may be at risk; students on academic probation are assigned peer mentors, with whom they meet weekly. The ACE Coordinator works with college and student services personnel to identify students, especially those in professional programs, who may have chosen an inappropriate major upon entrance to the University. Those who wish to transfer to the ACE Program are placed in a section of the ACE seminar which focuses on their special needs.

Students express a great deal of satisfaction with the ACE Program. Primary benefits cited are the development of a supportive relationship with their advisor, greater comfort with their indecision, easier transition to college life, sharing of experiences with other undecided students, a significant amount of individual contact between advisor and student, increased self-knowledge, and the ability to make an informed decision about a prospective major and career. Approximately forty percent of ACE students declare a major or transfer into one of the colleges at the end of the first year. Of the students who have declared majors or transferred to the colleges since the initiation of the program, fifty-eight percent have gone to liberal arts programs; the rest are spread among the various professional programs (40%) or associate degree programs (2%). The program also appears to have a positive effect on the retention of these at-risk students.

For further information, contact Dr. Dana W. Birnbaum, University of Maine, 5703 Alumni Hall, Orono, ME 04469-5703, (207) 581-1831.

UNIVERSITY OF MAINE

Academic and Career Exploration Program

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Through the Eyes of Advisors: Reflections on Building Communities in First-Year Seminar Programs

Thomas E. Byther
Chair & Assoc. Prof. of
Computer Science

Dana W. Birnbaum
Coordinator, ACE Program
Assoc. Prof. Human Dev't.

Gerald M. Herlihy
Director, Onward Program

Holly J. Lehnhard
Assoc. Prof. of Education

Benedict F. Neubauer
Assoc. Prof. of Botany

In the compartmentalized world of the complex public university, faculty are rarely afforded the opportunity to build a community across disciplines, much less one that is founded on the shared experiences of academic advising. At the University of Maine, incoming first-year students enter a specific college and are advised by faculty advisors in the appropriate discipline. Some of the colleges utilize a first-year seminar for this purpose while others do not. Undecided baccalaureate-degree students have the option of entering the Academic & Career Exploration Program (ACE) instead of a specific college. These students are advised through a two-semester seminar taught by faculty and academic administrators from a variety of disciplines across campus.

Such first-year experience programs, which focus on helping students make a successful transition to the University, often create a sense of community among the students they serve. Advisors in the ACE Program intentionally design seminar activities to involve students in the following four communities: the student seminar community, the community of all first-year ACE students, the student-faculty advisor community, and the community of the University-at-large. ACE advisors, who also advise students in their own disciplines, bring diverse disciplinary experiences to the program; current advisors include faculty from computer science, education, plant biology, and human development as well as a coordinator of special academic services for non-traditional, low income and special-needs students. An unintended but fortuitous outcome of the active collaboration among these individuals has been the development of a sense of community among ACE advisors through their shared experiences working with first-year students.

THE LAND GRANT UNIVERSITY AND SEA GRANT COLLEGE OF MAINE

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The sharing of ideas, accomplishments and disappointments through their weekly planning and feedback meetings has had a profound effect on the advisors individually and collectively. Discussions often focus on broader issues such as collaborative learning, pedagogical techniques across disciplines, facilitation of class discussion, and strategies for heightening an awareness of the importance of advising. A common thread in these discussions is how advising undecided as well as declared first-year students has positively affected teaching, other academic endeavors and personal growth. This effect further transcends traditional disciplinary boundaries as the advisors share their experiences with others in the campus community.

In this presentation advisors will describe the components of the various first-year programs in which they have been involved and share some of their perceptions and expectations of the first-year experience. Issues to be addressed include stimulating students' involvement in their academic development and in the community-at-large, dealing with apathetic colleagues and administrators, avoiding burnout and maintaining enthusiasm in the face of decreasing resources, obtaining acceptance for advising-related activities, and setting appropriate expectations for students entering the program.

For further information, contact Thomas E. Bythe, ACE Program, University of Maine, 5703 Alumni Hall, Orono, ME 04469-5703, 207-581-3912.

UNIVERSITY OF MINNESOTA

Twin Cities Campus

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Helping Students Get Off Probation And On With Their Education

Joyce Weinsheimer, Ed.D.

Informing first year students that their academic status is in jeopardy is no guarantee that they will take charge of the future and make a successful transition to scholastic achievement. This session will discuss how to help students deal with academic failure and use campus resources to promote their success. Excerpts from students' stories on the "lessons of learning" will be used to suggest how we can help students make progress toward their degrees.

This session will provide information on how to develop attitudinal and behavioral patterns that support academic achievement. Peer mentors, advisers, counselors, and faculty can use the ideas in this workshop to help students in academic difficulty identify their individual barriers to success in higher education and become aware of their choices as learners on campus.

During the workshop, participants will discuss how to help students (1) put failure in perspective; (2) determine what obstacles are interfering with their learning; (3)devise a plan to overcome them; and (4)gain the self-confidence and self-determination they need to succeed in college. Case studies and quotes from students will be used to connect conference participants with the "realities" of students who need to deal with academic probation in order to take charge of their futures.

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Center for Academic Development

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Supplemental Instruction: Targeting Killer Courses

Deanna C. Martin, Ph.D.

UMKC

Metropolitan Area Schools Project
816 235-1172

Student-Athletic Academic Support
816 235-1033

Supplemental Instruction (National Dissemination)
816 235-1166

Supplemental Instruction (UMKC Program)
816 235-1313

Upward Bound
816 235-1163

Supplemental Instruction, an institutional approach to student retention, can reduce or eliminate the need for traditional developmental or remedial courses.

Supplemental Instruction (SI), the nation's oldest and largest peer collaborative learning program was developed by the University of Missouri-Kansas City. A recipient of national awards, SI provides regularly scheduled, out-of-class, peer-facilitated sessions to *all* enrolled students in *killer courses*. Research collected from a national and international data-base documents student success in over 400 institutions. Among the results are these: higher course grades (average improvement of 1/2 to 1 full letter grade), lower percentages of withdrawals, higher re-enrollment rates and higher graduation rates. These findings are consistent across disciplines, ethnicities, age and gender.

SI study sessions are informal seminars in which students compare notes, discuss readings, develop organizational tools and predict test items. Students learn how to integrate course content and reasoning skills. The SI leader, usually a peer, acts as a model student of the discipline.

Special features of the SI program are as follows:

(1) The emphasis in SI is on high-risk (historically difficult) courses rather than high-risk students. All students in a targeted course are urged to attend SI sessions, and students with varying ability levels and ethnicities participate. There is no remedial stigma attached to SI which facilitates attendance among at-risk students.

(2) SI is open to all students in the targeted course; therefore, pre-screening of students is unnecessary. The program also provides academic assistance from the first day of class. SI is often attached to historically difficult courses that serve first and second-year students; however, each institution may develop its own definition of "high-risk courses."

(3) The SI leader is a facilitator, not a mini-professor. The role of the leader is to provide structure for the study sessions, not to re-lecture or introduce new course material. The SI leader is a model student who demonstrates how successful students think about and process the course content. SI sessions employ collaborative learning techniques to promote independent thinking and learning.

(4) SI sessions are designed to integrate learning processes and study skills with course content. Learning and study strategies are integrated into the course content during the SI sessions. SI sessions also provide immediate practice and reinforcement of these acquired skills.

an equal opportunity institution

Supplemental Instruction: Targeting Killer Courses

Deanna C. Martin, Ph.D.

Abstract

Supplemental Instruction (SI), the nation's oldest and largest peer collaborative learning program, targets historically difficult academic courses and offers to all enrolled students regularly scheduled, out-of-class, peer facilitated sessions.

SI study sessions are informal seminars in which students compare notes, discuss readings, develop organizational tools and predict test items. Students learn how to integrate course content and study skills. The SI leader, usually a peer, acts as a model student of the discipline.

National research studies over the past decade from 146 institutions (2,875 college courses) document the following benefits for SI attendees: higher course grades (one-half to one full letter grade), a lower percentage of course withdrawals, higher semester re-enrollment rates, and higher graduation rates.

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Portfolios: A Capstone Activity for Students in Freshman Seminar

Deborah M. Langsam
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Faculty Associate in Academic Affairs

A variety of models exist for Freshman Seminar courses. So-called "Introduction to the University" seminars familiarize students with a variety of campus facilities and services, encourage students to clarify values and goals, and help them develop strategies to cope with the academic, social, and personal challenges of college life. Other, discipline-based, seminars introduce students to a specific major and the contemporary issues and research methodology associated with it. And issues-oriented Freshman Seminar classes use course readings and presentations revolving around themes such as war and peace, the environmental challenge, technology, or diversity to facilitate students' intellectual development, social awareness, and emotional maturation.

Although individual curricula differ among Freshman Seminars, all have similar goals of helping students survive the freshman year, develop a sense of identity within the Academy, and achieve academic success. These goals are more likely to be met when students are equipped to reflect on their freshman year experiences (including those in Freshman Seminar), analyzing them and then applying lessons learned to other courses and to life outside the classroom. Instructors often assume that these processes are occurring as a natural outgrowth of exposure to the material covered in a Freshman Seminar; in many instances, this may be a faulty assumption. For one thing, students arrive at the university ill-prepared for the type of reflective practice needed to accomplish this. They view high school and college curricula as a series of independent courses, marginally related to one another or to the "real world." Thus, they have little experience integrating their academic experiences into the fabric of everyday life and have had little practice in applying necessary critical thinking skills to do so. The result is that students may not always derive the benefits afforded by a Freshman Seminar experience.

One way to assist students with the process of reflection is through a semester-long portfolio assignment in which the portfolio serves as a capstone activity for Freshman Seminar. To be sure, the "portfolio" concept is neither new nor particularly innovative. Professionals in fields ranging from advertising to architecture have long recognized the value of pulling together

carefully selected samples of work to illustrate the evolution and scope of their skills and talents. More recently, however, portfolio use has extended into less traditional areas of the Academy. Increasingly, for example, faculty members use teaching portfolios to document teaching effectiveness and development (Seldin, 1991). Writing portfolios are used to help students understand the writing process and monitor their evolution as writers over the course of a semester (Gruber, 1992; Harrison, 1991). And at some institutions, a senior portfolio has become the capstone project to encourage students to weave together seemingly unconnected threads of college coursework into an integrated overview of their development within the major (Bruno and Fisher, 1992). In each of these applications, portfolios highlight an individual's best works; more importantly, perhaps, the portfolios provide a place for the individual to analyze the significance of the works and reflect on the process involved in their development. In Freshman Seminar, portfolios can serve as a capstone activity to help students more thoroughly analyze their first year experiences and more meaningfully integrate them into their overall academic and personal development.

This presentation is designed to introduce portfolios as they relate to Freshman Seminar courses. Examples of portfolio models will be presented. Participants will be given sample portfolio prompts and entries from student generated portfolios. Some of the difficulties associated with portfolio assignments will be addressed, along with suggestions for handling them. Strategies for portfolio assessment and evaluation will also be discussed. The presentation should be useful to individuals who are currently involved in or are developing Freshman Seminar programs and classes.

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Creating Synergy: Management's Journey

Christine H. Bobb
Director, Employee Development

Synergy is defined as the interaction of agencies such that the total effect is greater than the sum of the individual effects. Applying this to a university implies recognition of the varied contributions made by its' network of departments and work units. While faculty and staff persons accomplish different responsibilities, recognizing their common purpose creates a campus environment in which a diverse student body can thrive. This unity of purpose or "campus community" supports goals for student retention.

Research has shown that the campus environment, as perceived by students, and their adjustment to that environment are significant factors affecting student satisfaction and academic success. In addition, student perceptions of the campus environment include the quality of their interactions with faculty and staff. Coupling this with concepts of human motivation and participative management, the importance of employee development is underscored as a critical component to any institution's student retention efforts.

"UNCG Supervision 601" is an initiative of the Office of Human Resources which seeks to augment the University's retention rate. The focus of each of the nine modules in the program is on persons with supervisory responsibilities because of the impact that communication between supervisors and employees has on morale, job satisfaction and productivity. These factors create the environment within which faculty and staff fulfill their responsibilities. The supervisors influence on the implementation of policies and procedures is also acknowledged. Each module in the program is designed to enhance participants' positive communication behaviors and their knowledge base regarding University policy and procedures. Further, the importance of creating a "we/team" mentality within and between departments and work units is emphasized. The program's end goal is synergy.

This presentation seeks to share the research, format, presentation methods and marketing strategies that have contributed to the program's initial success.

FRESHMAN YEAR OF STUDIES

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UNIVERSITY OF NOTRE DAME
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Freshman Year of Studies at the University of Notre Dame

Louise Litzinger
Academic Advisor

The Freshman Year of Studies (FYS) was begun at the University of Notre Dame in 1962. It is the academic unit which houses all first-year students entering the University. Over 98% of entering freshmen complete their first year at Notre Dame due, at least in part, to the services of the FYS.

Key components of the FYS are: structure, curriculum, freshman seminar, advising, support services, tutoring, collaborative learning and peer advising.

Structure: The unit is responsible directly to the provost and is staffed by a dean, associate dean, eight professional advisors, three educational professionals and five support staff.

Curriculum: The FYS administers the curriculum which consists of five academic courses each semester. All first-year students take the following courses: 2 writing, 2 mathematics, 2 science or 2 language, 1 history or 1 social science, 3 electives. Electives are often chosen from among university requirements which include theology, philosophy, literature, history, social science, science and fine arts. Courses are taught by faculty from the colleges of Arts and Letters, and Science. All students also take two non-credit semesters of physical education.

Freshman Seminar: This course comprises one semester of the two-semester Freshman Writing Program requirement. It is an introduction to the seminar method of instruction and stresses the skills of close reading, oral expression, expository writing and content mastery. Faculty members choose their own topics from among the general areas of humanities, fine arts and social sciences.

Advising: A strong, proactive advising component is the centerpiece of the FYS program. Eight full-time professional advisors each have responsibility for approximately 250 students. Students are assigned on the basis of their academic program interest and all students are scheduled for initial individual

interviews within the first eight weeks of the semester. Test and midsemester grades are reported to advisors.

Support Services: The Freshman Learning Resource Center, staffed by three educational professionals. Small group tutoring is provided by upperclass students in almost all freshman classes. There is no charge to the students. During the fall 1992 semester approximately 900 freshmen received tutoring, mostly in mathematics and science.

Workshops and individual assistance are available in time management, reading textbooks, test preparation, test taking, note taking and writing.

A new Collaborative Learning Program has been introduced last year which focuses on small peer-groups working collaboratively in the area of mathematics under the supervision of a mathematics educator.

Peer Advising: Thirty-five carefully selected seniors work on teams with Freshman Year advisors to counsel first-year students. Each student is seen at least once during the first semester by a peer advisor. The focus of these interviews is general adjustment to the University, study skills, and resources and opportunities available on campus.

The Freshman Year of Studies provides the resources and support to assist new students in adjusting to the demands of the University. It also provides them with a broad introduction to a variety of academic disciplines. At the end of the freshman year, students then move on the one of the five academic units of the University: Arts and Letters, Science, Business Administration, Engineering or Architecture.

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PEER ADVISING: A SERVICE TO FIRST-YEAR STUDENTS UNIVERSITY OF NOTRE DAME

LOUISE LITZINGER

The Peer Advising Program in the Freshman Year of Studies at the University of Notre Dame is a program of service to first-year students and a three credit course, INTERVIEWING TECHNIQUES PRACTICUM, for carefully chosen fourth-year students.

The purpose of the program is to provide the opportunity for first-year students to engage in meaningful conversation with reliable and informed upper class students. The focus of this interaction is the general adjustment of the first-year student to the university setting. The communication is at the level of information exchange.

The course for seniors includes a minimum time commitment of six hours per week:

1. A weekly meeting with the director of the program, an academic advisor and/or other resource persons. This meeting is devoted to the fundamentals and techniques of interviewing and to the objectives of the advising program in the Freshman Year of Studies.

2. One four-hour session or two two-hour sessions with first-year students. Each interview lasts approximately twenty to thirty minutes.

3. Additional time is required for scheduling appointments, writing reports on interviews, and for assigned readings and written work.

The service to first-year students includes a one-on-one interview with a peer advisor at least once during the first semester and follow-up meetings with selected first-year students during the second semester, either individually or in small groups. Topics addressed focus on individual concerns about

FRESHMAN YEAR OF STUDIES

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adjustment to life at Notre Dame: academic demands; resources available on campus; dormitory living; social and cultural life on campus and in the surrounding area.

During the first semester advising teams are formed consisting of one professional academic advisor and 4 student peer advisors. The academic advisor acts as the supervisor of the team, assigining first-year students for interviews, following up when necessary, and providing feedback to the peer advisors.

During the second semester the program uses a smaller number of peer advisors, one or two working with each academic advisor. The focus of services changes from concerns about adjustment to college life to the selection of undergraduate college programs for sophomore year. The peer advisors work both individually and in groups with the first-year students.

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Alfred North Whitehead Center for Lifelong Learning
Department of Liberal Studies

ENCOURAGING AN APPRECIATION OF DIVERSITY: THE MULTICULTURAL/INVISIBLE MINORITY INTERVIEW

Anna M. Mancino, Ph.D.
Richard K. Murray

Prejudice can be reduced in some cases if individuals from different groups increase contact with one another (Parham, 1988). Cook (1978), who described five main conditions for the reduction of prejudice, further suggested that this contact must allow for individuals to learn about the "personal lives and inner feelings" of other individuals. In the context of these above hypotheses, adult students enrolled in "The Academic and Career Decision Making Seminar" of the Connections Program, a University/Corporate Partnership, were assigned "The Multicultural/Invisible Minority Interview" designed to provide students an introduction to issues of multiculturalism and diversity.

Students were introduced to Ruggiero's (1989) basic concepts of critical thinking, and, subsequently, read and discussed Ravitch's (1990) article regarding multiculturalism versus particularism. Ravitich (1990) maintained:

> The cohesive element in the pluralistic approach is clear acknowledgement that, whatever, our differences we are all human. The thread that binds us is our common humanity, transcending race, color, ethnicity, language and religion.

Subsequent to the introductory multiculturalism/diversity class discussion, students were given the following assignment:

> Interview an individual who is as different as possible from you in terms of gender, race, religion, class, ethnic background; or someone who belongs to an invisible minority. Summarize the knowledge gained from this activity. Your presentation should not be purely descriptive, but should include reflections and observations, as well as abstract concepts and generalizations. You will need to present some conclusions. Possible interview topics include the interviewee's: a) background - country of origin, education, work experience; b) basic identity; c) perceptions; d) work ethic; e) languages; f) religious views and attitudes; g) adaptation issues; h) sex-roles issues; i) privacy issues; and, j) major differences between culture of origin and new culture or between the individual's sub-culture and the dominant culture in the United States society.

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The above list was not exhaustive; additional topics of the interviewer's choice were encouraged. As part of the assignment, students compiled an annotated bibliography containing at least eight references related to their interview.

The themes developed in the Multicultural/Invisible Minority Interview Presentation and subsequent class discussion tended to be continued in the Integrative Paper assignment. One student proposed the following, "...situations and circumstances might differ but people basically strive for the same thing: love, friendship, peace, comfort, etc." In addition, another student from the Connections Program (Mancino, Dinmore, and Murray, (1991) participated on a student panel at the Sixth Annual Self-Directed Education Conference sponsored by Pacific Telesis Management Institute and described the evolution of her involvement in the development and promotion of "Employee Multicultural/Diversity Discussion Groups" at various Pacific Telesis work sites throughout Southern California. In general, most students developed an increased empathy for individuals from diverse groups.

This assignment was so successful that the assignment has been incorporated in the upper division Philosophical Foundations of Management Course in the Bachelor of Science in Business and Management Program. In conclusion, this assignment may be appropriate for application in courses for adult students and traditional aged students when the goal is to provide an introduction and appreciation to the issues of multiculturalism and diversity.

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THE UNIVERSITY OF SOUTH CAROLINA

College of Applied Professional Sciences

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CELEBRATING ACADEMIC DIVERSITY: USC'S PROVISIONAL YEAR PROGRAM

James Burns, Director, Provisional Year Program
Harriett Williams, Associate Professor

The University's Provisional Year Program's design is unique: a non-remedial, non-developmental first-year plan for a selected group of students whose projected GPA has been determined by admissions officials to fall just below University standards. Ten years in operation, the program's success rate both for students completing the 30-hour curriculum and graduating from the University has been impressive.

Professor James Burns, program director, explains the program's statistics, its curriculum, its strengths and its weaknesses. He also profiles the student population based on observations of the more than 2,000 students who have successfully completed the program.

Dr. Harriett Williams, a professor of English in the program, suggests several strategies that have been used in the writing program to improve students' writing ability in a significant way. She shares results of an extensive research study conducted with over 100 Provisional Year students, and then demonstrates key facets of the writing program's strengths: philosophy, emphasis on executive planning, utilization of student reader-response, a curriculum which moves from students' linguistic home base steadily toward a more academic audience, and a portfolio assessment procedure to encourage and emphasize revision.

Each of the strategies enumerated is illustrated with student work from case studies of three students who successfully completed the program.

This presentation should be of interest to administrators as well as to faculty, since its topics range from the politics of instituting such a program to the successful teaching practices which enable a more diverse population of students to succeed at a major research university.

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CHALLENGING, CARING, AND CONNECTING: ACHIEVING AN OPTIMUM BALANCE INTEACHING STYLE

A. Jerome Jewler, Professor

This popular session from the '93 conference focuses on the qualities that can result in an effective style of teaching and is based partly on data from other sources and partly from the presenter's own experience, gleaned from more than 20 years in the classroom and as a former director of the University 101 freshman success course.

Teaching styles are defined as teacher-centered, content- centered, or student-centered. Although we tend to stress one type over the other, the most effective learning take place when teaches exhibit some of each style.
The essence of good teaching, therefore, may be variety in the way one teaches, so as to reach as many different learning styles as possible.

The presenter calls on participants to contribute words that describe their best and worst teachers, and cites studies that indicate what many students want in a teacher: not only clarity and organization, but those qualities that make a teacher human.

Citing sources such as Parker Palmer's The Courage to Teach and Samuel Freedman's Small Victories, a book about the life and times of a teacher at a beleaguered Lower East Side high school in New York, the presenter concludes that unless we make a deliberate attempt to "know our students," teaching--at best--is less than it could be.

The presentation concludes with a review of how the speaker adapted a survey course for 85 students one term, and for a group of five honors students the next. In each case, principles of effective teaching were employed, though the approaches were quite different.

**For further information, contact A. Jerome Jewler at the address above.
Or call 803-777-5913.**

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COLLEGE OF EDUCATION

Institutional Support 101: How a Hands-on Teaching Approach to Involvement Can Pay Off

Dr. Mary Ann Shealy, Director of Development, College of Education
Ms. Heidi Halligan Platt, 1993 Master of Arts Graduate of USC

Since the first colonial colleges, fund raising has been an important component to higher education in America. As early as 1641, three clergymen traveled to England to plead the cause for Harvard. One of the three men returned a year later with 500 pounds, approximately $1,000, to support the institution. Strategies of fund raising have changed since then; yet, the need for fund raising has remained and accelerated.

With the declining funds available from the state and federal governments and the demand to halt rising tuition, colleges' alumni/ae are being recognized as important bases for support to the institution. A recent national survey of previous college students indicates that only twenty-six percent of individuals who attended college have given to their institution, a percentage which can and should be increased.

Activities can be planned which cultivate and educate students about the importance of supporting their alma mater. In addition, to the institution's financial needs, there is a need to project a positive image. Working together,

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continuation of the institution.

This presentation will focus on what colleges can do to "teach" students how to contribute their time and talents while in college and how to support one's alma mater after graduation. An historical perspective and the current relevancy of support to the institution will also be discussed.

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STUDENT HEALTH CENTER

Health and Wellness Programs
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SEX AND THE COLLEGE STUDENT

Lisa Ann Mohn, MPH
Associate Director for Health Education

Eileen Korpita, MPH
Health Educator

In the Fall of 1990, the University of South Carolina's Student Health Center initiated a sexual responsibility intervention in the University 101 freshman year experience course. This intervention has now been repeated twice. With the cooperation and support of the University 101 program, sex education has been institutionalized as part of the freshman year curriculum.

The objective of the program is to increase safer sexual practices, those being abstinence, condom use if sexually active, and more effective communication between partners. While the students receive information and training on a variety of things, the ultimate goal of this on-going intervention is to reduce the number of sexually transmitted diseases among college students, a significant problem at USC, as it is on most college campuses.

The unique three-hour intervention consists of the completion and interpretation of a Health Risk Appraisal which focuses on a variety of health and lifestyle components including sexual behavior; 8-10 large group (100-200 students) didactic sessions which provide factual information and preventive strategies about sexually transmitted diseases and contraception; and small group sessions with individual classes (15-25 students each) which provide a forum for open discussion, desensitization regarding condom purchase and use, and the practice of communication skills and assertiveness techniques.

The intervention was actually based on a theoretical framework known as the Health Belief Model, and has been evaluated through a research project using a scientific design. The results of the first year intervention indicate that behavioral changes were made in the areas of increased abstinence and consistent condom use. Preliminary data from the second year intervention will hopefully be available by the Conference in February 1992.

The presentation will consist of discussion of and rationale for the inclusion of a sexuality component in the freshman year seminar. Presenters will share experiences from their own University 101 teaching experience, and insights from two years of intensive sexuality interventions with University 101 students. The progam will be explained in greater detail, and data from the research project will be shared to whatever degree it is available. It seems apparent to the presenters that the intimacy and developmental perspective of the freshman seminar has contributed greatly to the success of the program. This special dynamic of the course itself, and how it relates to the intervention, will be discussed, as well.

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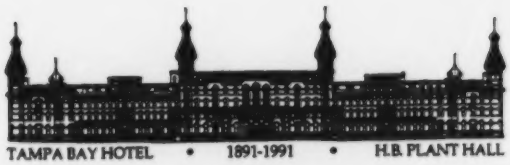

The University Of

TAMPA

Faculty as Freshmen Advisors/ Facilitating Students' Success

Dr. Helene Silverman
Associate Provost
Professor of Education

ABSTRACT

A new freshman advising model will be implemented at the University of Tampa in Fall 1993 which requires all incoming freshmen to attend a one semester, weekly advising seminar conducted by their faculty advisors. This non-credit experience graded on a pass/fail basis will appear on the student's transcript. A faculty committee's analysis of our previous program served as the impetus for this reconceptualization. Our new approach features early contact between student and advisor, advisors fully integrated into orientation activities with students and their families, scheduled meetings between advisor and student, a faculty developed curriculum of relevant freshmen issues taught by faculty advisors, enhanced communication between the advisor and teaching faculty, the advisor as a proactive source of referral to support services, etc. The program will be evaluated at the end of the semester by students and faculty.

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THE UNIVERSITY of TULSA
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SELF-ASSESSMENT AND ACADEMIC SUPPORT: WHY ALL STUDENTS NEED ACADEMIC SUPPORT

Timothy L. Walter, Ph.D.
Vice President for Student Development
The University of Tulsa

The following study was conducted for the fourth consecutive year as a result of several biases:

> Most students entering college are at risk and in need of some form of academic assistance.
>
> Few students who do not succeed in college are aware of their academic deficiencies.
>
> Few students who do not succeed in college ever receive appropriate academic support.
>
> Most students who do not succeed in college need not fail were they informed of their academic deficiencies and directed to the appropriate support agency.

Summary

It has been an ongoing concern of administrators, instructors, and researchers of freshman year support programs to determine both appropriate methods of support and adequate measures of program efficacy. One problem most commonly experienced by those administering academic support is the question of how to reach students who need help. Underlying this problem is a dilemma--do students actually know that they need academic assistance?

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100 Centennial Celebration The University of Tulsa

This study examined students' self-perceptions of their own academic skills and abilities at two time-points--when they first entered the University of Michigan in 1991 and again after mid-term assessments were made available. We were able to compare and contrast the effects of a required freshman year course and/or individualized academic support on three groups of students who were viewed as "at risk." The three groups of students receiving some form of support were also compared to a group projected to have no difficulties and who received no required support. Important differences were found between students receiving required support and no support. These differences have generated a further exploration of the effects of receiving required academic support.

It is our belief that people in freshman year, orientation, residential living, and counseling settings can rapidly assess student needs in the area of academic support. Information collected regarding students' self-perception of their academic skills can be used to increase the students' insights into their need to pursue academic support prior to a crisis in the student's life. In addition, this information can be supplied to appropriate academic support personnel on campus. These people, in conjunction with the academic affairs and student affairs personnel, are in a position to quickly intervene and provide assistance to students who might otherwise be overlooked during their critical first few weeks of the semester.

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The UNIVERSITY of WINNIPEG

CYNICISM AND THE EXPERIENCE OF FIRST YEAR

Barrie A. Noonan

A student entering the first year of a Liberal Arts program usually does so with high ideals expectations. We are all aware that these ideals may or may not be strengthened, these expectations met. An increasingly possible scenario involves the frustration of ideals which require the opportunity of entry to career relevant options and the promise of eventual employment. Indeed, many students, faced with the current political and economic climate portrayed by the media, despair of any adequate career possibilities and retreat into cynicism.

Such a retreat is facilitated by both the content of media reports, the "doom and gloom" economic front, the latest escapades of politicians, and by the frequency with which headlines provide cynicism as a label (eg., "One Cynic,One Vote"). But the media may be reflecting an attitude that has become pervasive in North American society. For example, Kanter & Mirvis (1989) in "The Cynical Americans", found that cynics constituted 43% of the workforce. In addition to the implications for the workplace, a number of studies have argued that cynical hostility may be a significant factor in mortality figures for Type A males.

The aim of the present paper is to explore what is known about cynicism in students, to outline a conceptual framework for a working model of cynicism, and, most importantly, to consider possible intervention strategies.

Given the mounting evidence on the prevalence and impact of cynicism in society, it is important to determine the specifics of the impact of cynicism on our students. Surprisingly, there is an extensive, though widely dispersed literature which addresses parts of the question. In 1955, Eron expressed concern about the mental health of students entering medical school. He found, using a cross-sectional approach, that senior medical students were significantly more cynical than first year students.Studies extending into the 1980's found similar results for students in dentistry, pharmacy, and a police academy. In contrast, several studies found that senior students in law and nursing were less cynical than those in their first year. Unfortunately, all of the studies neglected to offer any comparative data on students not enrolled in professional programs.

More recently there has been some evidence (Noonan, 1991) which suggests that (a) first year students in profesional and liberal arts programs have similar (low) scores on a measure of cynicism and that advanced students in profesional programs decrease even further while liberal arts students increase significantly in their level of cynicism; (b) higher levels of

cynicism correlate with measures of career undecideness. Further, data analysis from a pilot project indicates a moderate negative correlation between cynicism scores and GPA.

The most common conceptual model of cynicism has been a variation of Maslow's notion of metapathology resulting from frustrated idealism. Some researchers have emphasized the defensive character of cynicism and have argued that is a situation-specific response which may dissipate when the environment changes. There are a number of conceptual issues which have not been adequately addressed including the relationship between cynicism and hostility, cynicism and humour, and cynicism and realism.

Interventions aimed at preventing or reducing cynicism in post-secondary students will probably be most effective when introduced early in the students' college experience BEFORE the effects of cynicism become evident. This suggests a different treatment model than the traditional one-on-one counselling tratment model. Indeed, the most potentially effective vehicle for minimizing the growth of cynicism may be the Freshman Year Seminar. The climate established in such groups allows for discussion of values in ways which may mediate the impact of new realities on somewhat naive or absolutistic idealism. In addition, seminar groups which focus on career choice may offer a unique opportunity to explore and modify expectations of the work world. A technique which might be incorporated in seminar groups emphasizing writing skills can be readily adapted from the work of L'Abate on writing therapy.

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SCHOOL OF SOCIAL WORK

UNIVERSITY OF WISCONSIN - MADISON

A Model of Decision Sequencing in the Transition to College

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A common complaint from new students is that they are inundated with information from the moment they seek information about a university or college. The corollary complaint from student services personnel is that, regardless of the efforts placed on making the information "user friendly," students never seem to assimilate what they receive. In this presentation, this problem was examined by (1) looking for decisions that students had to make during their transition to college (spanning the time from initial inquiry of the school through their entire first year), (2) mapping them into a predictable sequence, and (3) identifying how institutions could provide helpful information based on these decisions.

A comprehensive review was made of the higher education literatures on student development, orientation, and college life transition. Six time periods in the transition to college were found:

1. from initial inquiry (or solicitation) to acceptance,
2. from acceptance to the student's summer orientation visit,
3. the summer orientation or pre-matriculation visit itself,
4. the student's arrival on campus prior to the beginning of classes,
5. the student's first semester,
6. the student's second semester.

It was found that each of these six time periods could be described according to specific questions and decisions that students have at the time, and also according to the specific information that institutions can provide to students to best address their questions and concerns. A series of charts will be presented summarizing these findings.

The review pointed out that the transition process itself can be thought of as helping students find a niche within the college community. This consisted of two parts:

1. Students' initial decision making is based on a model of prototype matching, where the student envisions the "typical" student at the institution and a "prototype" image of the institution itself. The student makes the decision to attend and makes initial decisions about academic and social programming based on his or her assessment of the "match" between himself or herself and the prototype.

2. Once a student makes an initial match (or makes the decision to attend the institution), the decision-making process can be described as one of striving for future selves: students first develop images of themselves at the institution, both positive and negative, and then make decisions based on minimizing distance between their desired

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images and their assessment of their current state (and maximizing distance between their undesired images and their current state).

Based on these findings, institutions can conceptualize their new-student programming as needing to accomplish three objectives:

1. In the initial stages of courting students, the institution needs to be sure they are projecting the "correct" prototype to students about who "belongs" there and what campus life is like. The "correct" prototype is one that the institution believes in and accepts, and believes is consistent with its own educational objectives. Questions that can be asked are whether the materials that go out to student present a consistent and coherent picture at all, and if so, whether this picture is the one acceptable to the institution. For example, do viewbooks and other recruiting and introduction programs present a coherent "prototype" that is neither too narrow so as to be exclusionary, nor too broad so as to be undefined? Is the institution able to present an accurate picture of itself to students?

2. Once the student makes his or her decision to attend, the institution then needs to direct its efforts at helping the student enliven his or her positive and desired future selves <u>at the institution</u>. These efforts may best be accomplished by gently encouraging the student to think about himself or herself engaged in various activities and courses: What would it be like to try out Russian instead of fulfilling the foreign language requirement with Spanish (that the student did not enjoy in high school)? Can interests in biology be pursued by becoming involved in a favorite professor's on-going research? More generally, the types of questions that can be asked of students are those that encourage them to <u>see</u> themselves at the institution, and to <u>feel</u> what their daily life will be like. It's not just providing information to students concerning when various decisions need to be made, but instead what their lives will be like as a consequence of making these decisions.

3. Lastly, once the student is able to develop a stable of desirable future self-images within the institution, the institution can help provide the student with the resources needed to achieve his or her desired images. The institution can help the student develop the procedural knowledge necessary to "get there from here," and can then offer the guidance and support to help the student begin his or her academic and intellectual enterprise. Note that students can also be served well here by helping them become better able to assess themselves accurately.

It is important for institutions to know both what they hope to accomplish and what decisions students are struggling with during each of the six stages that student pass through in their transition to college. A major objective for this presentation is to encourages participants to begin to determine, for their own institution, what is central and what is peripheral at each of these six time periods.

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THE COURAGE TO TEACH

Louis Schmier

There is a myth going around that somehow something external to us, a technique, a method, an approach, a tool, is going to bring us the automatic solutions to the problems of successful teaching. "Ah, if only we knew how to...," they sigh. "Wow, with this new technology we can....," they exclaim. It is not really the method that we use that's important. It's what motivates us to do what we do that's important. What you do is far less important than who you are. What you do will be affected, maybe determined, by what you are and what you strive to be. Teaching rests far less on technique than most suppose; it rests far more on the personality, identity, and character of the teacher. We can experiment with unlimited techniques, but until we address ourselves, until we sincerely ask of ourselves such fundamental questions as "Who am I" and "What am I capable of" and "What's holding me back" and "how do I get where I want to go," until we struggle to get the answers and use those answers to develop our potential, little truly will come of our efforts.

The measure of a teacher is not determined by the number of degrees, the number of publications, the number of committees assignments held, the number of awards received. We all know academically accomplished colleagues who are lonely and need to be the star of the classroom, who are afraid of failure, who are controlling, who are egotistical, who lack self-confidence and cower before a challenge, who are power hungry, who misuse and abuse their authority, who are arrogant and self-righteous. We also know some who are independent, humble, confident, sensitive, compassionate and loving. We all may have the technical skills, but we do not necessarily know or want to know or understand the drives and desires that energize us or limit us.

To the degree, however, that we recognize that our own behaviors and attitudes are contributing to the situation, we can do something about it. We can take an honest inventory of our inner selves, our strengths and weaknesses; we can learn about ourselves; we can identify and deal with the baggage we carry around through life, onto the campus, along the halls of ivy, and into the classroom. Our beliefs and attitudes have to be sorted

out because only those ones which and help and promote our craft are the ones to keep To change attitudes, requires a more fundamental change than most teachers are willing to make. It is stressful, to say the least, to alter life-styles, professional styles not to mention the bedrock of attitudes upon which they rest. There are things each of us need to do, should do, and can do if we are to have the chance of being a truer person as well as a truer teacher.

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TESTING TO LEARN

Louis Schmier

I am amazed by students. We teachers should look at them and they should look at each other in wonderment. We should give ourselves half a chance to believe in them to give them half the chance to believe in themselves. Students do not come to school to fail. Getting an "F" is not high on their priority list. They do not expect to fail. With few exceptions they continue to try. They struggle to stay awake. Yet, as we all know, too many quickly start to fall into a defensive sleep. Perhaps one reason so many students become part of the silent majority is that most teachers--and parents--motivate students to perform out of fear. They admonish, scream, advise, warn: "You're going to fail if you don't...." or "You'll be on probation if you don't...." or "You won't be good enough to...." or "You won't get into graduate school if you don't...." or "You won't get that job if you don't....." or "You'll be a 'loser' all your life if you don't....." I've heard them all. In past years, I've even used them. But, they are terrible images. Fear has an adverse effect on the students' performance. I know that. I don't think education is a reward and punishment system. It's not about getting people to change out of fear of being ignorant or jobless or left out as if they were lab rats in a psych experiment being prodded by an electrified grid. It is not about telling them that they have a problem, that they don't know, that they cannot do something. It is about saying to people that there are things they can do if they take a chance. It is about showing people how they can increase the quality of their lives. It's a matter of educating students, of showing them how they have potential. It's about getting them to believe in themselves. It's about creating new hopes, new dreams, and new opportunities they probably didn't think or know about. Our students are a heterogenous mix. Different students bring different perspectives, different preparedness, different talents, and different gifts. Why is it so terrible to play to those difference. Different means only assorted, diverse, unique, distinct, separate or varied. Testing is not a thinning out or sorting game, separating the supposed bright from the supposed average or dumb, based on an arbitrary one-dimensional measurable

scale. Testing should be about teaching people to learn that there is so much to learn out there and inside them that they didn't know was worth learning.

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Excel: An intensive and structured program of advising and academic support to assist minority freshmen succeed at a large state university.

Presenter's Name: T. A. Brigham

It is a consistent observation that minority students graduate at much lower rates than majority students at our large state colleges and universities. The Excel program was designed to assist ethnic minority students adjust to the demands of university life and succeed both academically and personally. The program has three major components: a two semester two credit core seminar, weekly instructional support groups, and peer led tutorial/discussion groups. The results of the first two years of the program were evaluated in a number of studies comparing the performance of the Excel students to other minority and majority freshmen at the university. In all comparisons the Excel students were found to have performed significantly better than other minority groups and equal to or better than majority students. The results are discussed in terms of the variables that appear to affect minority student success at large universities.

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EMPOWERMENT THROUGH INTRUSIVE ADVISING

Theodore R. Zern
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In the monograph, "Academic Advising for Student Success: A System of Shared Responsibility," (1991) Susan Frost suggests that successful advising comes as a result of collaboration between academic and student affairs. Yet, even when confronted with Rosabeth Kanter's compelling arguments for cooperative endeavor in When Giants Learn to Dance (1990), colleges and universities often maintain the states quo of artificial advising boundaries. The focus of this session will be to explore various segments of an advising system which relies heavily on peer advising to bridge the gap between student affairs and academic affairs.

In their recent work, How College Affects Students, Pascarella and Terenzini (1991) cite reference after reference which suggests the influence exerted by students' peers. The impact of peer association is not only shown in social and interpersonal dimensions, but also in such matters as major field of study and career selection. Attitudes toward academic commitment and achievement seem directly attributable to associations with peers who emulate those values. Conversely, associations with those who hold on to the notion that to be intellectually turned on is "uncool" can and does lead to students' demise.

Just as there is a body of evidence suggesting the degree of peer influence, the persistence potential of faculty influence seems equally important, particularly when student-faculty interaction extends beyond the classroom setting. Pascarella (1980) found just this relationship when considering the potential of faculty serving as role models for students. Questions remain, however, as how to bring these two personal influences together to form an intrusive and caring advisory entity in students' lives.

This presentation will review the evaluation of a traditional and comprehensive peer advising program targeted at empowering traditional freshman students. Review will describe a program with roots in students affairs during what Riessman (1967) called the "nonprofessional revolution" and how it came to be an initiative valued and adopted by academic affairs. Beginning with orientation, the thrust of the peer advisors' work is to serve as a catalyst for social and academic integration.

Detailed summaries of selection criteria, position guides and program initiatives will be provided. Ethical standards for peer advisors will be presented as will the specific intervention strategies used to bering peer and faculty advisors together. The scope and limits of training for peer advisors will be highlighted. Handouts of all materials will be available for those wishing to adopt a similar program on their home campus.

WINTHROP
UNIVERSITY

School of Business Administration

CUSTOMER ATTENTION LEADS TO RETENTION ON CAMPUS

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American industry has long recognized the difference in resources required to keep a customer versus attracting a new customer. Thus all the interest in customer satisfaction. The estimates vary, but for our purposes we can use the one Federal Express uses --it requires five times more resources to attract new customers than it does to maintain existing ones. That implies it takes five times the resources to attract a student as it does to retain the ones we already have.

Yes, students are customers. Customers in the sense we want to influence their thinking and behavior. The most important thing we can do is treat each student on an individual basis. Their needs and concerns must be important to us if we want them to stay and be successful at our institutions. The administration, faculty, and staff have an obligation and responsibility to these customers to provide maximum opportunity for success.

Unfortunately, many universities, faced with limited human and financial resources, have focused all their attention on recruitment and left retention to various campus groups in a decentralized, typically neglected fashion. Retention is viewed as a university-wide problem to be solved by "someone else". The lack of coordination across campus sub-units means no one is

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giving retention the attention it deserves. Given the attrition rate of freshmen is higher than any other cohort, the freshman year is particularly important in that it offers a window of opportunity for the university to promote its services quickly to a fairly captive audience.

One of the best things about retention is it is easy to measure. You can track your results and adapt your program to your student body. Considering the university from the student's perspective, administrators, faculty, staff, and other students provide a large number of the impressions students have about how the campus "feels". It is imperative that all university employees be involved in the process of retention.

Winthrop University and the University of Southern Mississippi have established a joint project to study retention within their AACSB accredited business programs.

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AN INTEGRATED, COOPERATIVE LEARNING ORIENTED FRESHMAN CIVIL ENGINEERING COURSE: COMPUTER ANALYSIS IN CIVIL ENGINEERING

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Dr. James E. Groccia
Director, Curricular Innovation and Faculty Development

As the United States attempts to retain (or regain) its leadership position in science and technology, renewed attention has been focused on the state and process of engineering education in the nation's colleges and universities. Worcester Polytechnic Institute (WPI), through a grant from the Davis Educational Foundation, has initiated a two-and-one-half-year curriculum revision project which focuses on improving the quality and productivity of freshman year mathematics, science, computer science, and engineering courses.

The objective of these efforts is to re-emphasize the commitment of the undergraduate program to critical thinking, cooperative group learning and problem solving, the integration of knowledge through projects, and student responsibility for learning. This objective strives to build upon the foundation set over twenty years ago with the creation of the WPI Plan and its emphasis on project-based learning in the upper level undergraduate curriculum. This new initiative assists with the realization of this objective through the integration of active and cooperative student learning groups in freshman level courses. Students work in concert with faculty, graduate teaching assistants, and undergraduate peer learning assistants in a collegial environment which enhances educational quality and faculty productivity.

Before presenting a detailed description of one example of the outcome of WPI's freshman year curricular revision efforts, a brief rational for such efforts will be stated. Critics say that science and engineering, as it is currently taught, tends to be overly reliant on passive teaching approaches. The goals too often are the accumulation of facts and vocabulary that requires memorization over comprehension and reasoning. Scientific and technological education has become static and teacher oriented rather than dynamic and learner focused and controlled. Engineering education is stuck in the "transmission" mode where professors lecture and students absorb. This traditional, passive mode of instruction does not engage students in the process of making meaning, of participating in the process of constructing knowledge. A process that contemporary educational psychologists say is the key to effective learning, retention, and future application of knowledge.

The project-based, team-oriented approach being developed in freshman level instruction at WPI emphasizes a hands-on approach that involves the learner in the building of bridges between facts, concepts, and disciplines and sub-disciplines. At the same time, it provides "real time" instruction and experience in learning interpersonal relations and group dynamics skills. These skills are not only essential for success in the upper level undergraduate courses that students will take at WPI, they are critical for success when our students enter the world of work. The practice of engineering and science is done in integrated project teams where each team member's ability to work together, solve technical and personal problems, and manage work tasks and interpersonal conflict greatly affects immediate and long-term professional outcomes.

As part of WPI's efforts to restructure undergraduate instruction the Department of Civil Engineering has developed a new freshman level course supported by an internal mini-grant from the Davis Educational Foundation project. The course, "Computer Analysis in Civil Engineering (CE 1030)" was offered for the first time in the Fall of 1992. All students planning to major in Civil Engineering are strongly encouraged to enroll in this class and it is intended to provide the foundation for future academic coursework for all CE majors.

There are three principal objectives of CE 1030. First, as the title implies, is the introduction of the fundamental use of computers for solving basic civil engineering problems. This objective, in-of-itself, represents a significant change in introductory civil engineering education. Introduction to computer applications at the freshman level is certainly a new curricular element at WPI. Second, students are exposed to the basic areas and sub-disciplines of civil engineering. This exposure comes at the very beginning of their professional education and enables students to make more reasoned career decisions and course choices. It also constructs a more integrated picture of civil engineering wherein students see the interconnectedness of skills and ideas comprising the entire discipline. This perspective is seen by WPI to be a critical element in professional success.

While these two objective are essentially cognitive and content related, the third objective of this new course focuses on skills that are also seen as crucial to academic and professional success, but which are not often included in freshman level science and engineering education. Namely, the introduction of opportunities to learn and experience group dynamics and team problem solving skills, methods of oral and professional presentation skills, and professional report writing. Cooperative learning is integrated throughout the course with students organized into project teams where they must work together and where they are evaluated based on individual and group contributions. These student work groups are supported by network of teaching structures consisting of an undergraduate Peer Learning Assistant, who provides assistance with group process issues and technical support for computer applications, and a Graduate Teaching Assistant who monitors and supervises computer activities. Teaching this course has also involved seven different Civil Engineering faculty in instructional activities and the writing of a text specifically designed for this unique teaching/learning approach.

XAVIER UNIVERSITY

Management Department

E Pluribus Unum
A Required Freshman Diversity Course

ABSTRACT

Xavier University has undertaken a major project as a result of a decision made by the faculty and administration. All freshmen are required to take a one credit diversity course entitled E Pluribus Unum. Eleven faculty from different disciplines are teaching the course in small sections (under 20 students). A wide variety of formats from 'all retreat' to 'traditional' one-hour classes are being used. The faculty have undergone extensive training and continue to spend 4 - 6 days a year in in-service training.

The evaluation of the program is divided into three phases: a pre-course evaluation of students' attitudes, opinions and behavior; a post-course evaluation to measure the impact the EPU course has had on their attitudes and behaviors, and a series of focus groups to allow for in-depth responses from students. The evaluation includes an elaborate design for feedback from students before and after they take the course (right after they finish and again a month later). The instrument being utilized has been standardized and compares attitudes toward discrimination and prejudice aimed at a variety of minorities. Additional questions have been added dealing specifically with course objectives.

This presentation will begin with an overview, then discuss other campus programs. Xavier's course will be explained in detail; the research design will be described and the results reviewed in detail. A variety of materials including questionnaires, videos, syllabi, books, and their resource material will be shared. Time will be allotted for questions and for sharing information about similar programs.

The discussion will include the "politics" of creating the program, different delivery systems (the course is taught in traditional 50-minute segments, in three-hour segments and on one and two day retreats) will be discussed. Sample syllabi will be reviewed.

The response to the course has been very positive and students report that they better understand stereotyping, prejudice, discrimination and racism, that they are more aware of their own biases and that they want to get involved in improving cross-cultural communications.

Many students describe the experience with words like "extremely important," "life changing," and "my most important educational experience."

SESSION DESCRIPTION

This presentation will review various programs that were created to teach and celebrate diversity. The specifics of the program at Xavier University will be explained, including sharing of course objectives, syllabi, bibliographies, etc. How faculty are chosen and evaluated, course delivery systems and content, student clustering and campus reactions will also be discussed. Xavier's program includes a comprehensive research effort that measures the freshmen students' feelings and concerns about diversity, stereotype, prejudice, discrimination and related issues before and after they take the course.